DOCUMENT RESUME

ED 373 531 EC 303 471

TITLE	Implementation of the Individuals with Disabilities Education Act: Sixteenth Annual Report to Congress.
INSTITUTION	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	94
NOTE	679p.; For the 15th annual report, see ED 363 058.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF04/PC28 Plus Postage.
DESCRIPTORS	American Indian Education; American Indians; Data Collection; *Disabilities; *Educational Legislation; Education Work Relationship; Elementary Secondary Education; Emotional Disturbances; Federal Aid; Federal Indian Relationship; *Federal Legislation; Federal Programs; Federal State Relationship; Longitudinal Studies; Outcomes of Education; Pupil Personnel Services; Severe Disabilities; *Special Education; *Trend Analysis
IDENTIFIERS	*Individuals with Disabilities Education Act; Individuals with Disabilities Education Act Part H; National Center on Educational Outcomes; National Longitudinal Transition Study Spec Educ; *Office of Special Education Programs; Preschool Grant Program

ABSTRACT

The 16th annual report to Congress describes progress in implementing the Individuals with Disabilities Education Act (IDEA) based on data collection and analysis of the Office of Special Education Programs (OSEP). A list of acronyms and an executive summary providing highlights of the report by chapter precede the report's main body. The seven chapters then present comprehensive information on the following topics: (1) school-age students with disabilities served, placement and exiting patterns, and personnel who provide special education and related services; (2) the role of IDEA, Part H and the Preschool Grant Program in meeting the needs of infants, toddlers, and preschool children with disabilities; (3) aspects of the school programs and educational results for students with disabilities in regular secondary schools based on the National Longitudinal Transition Study; (4) special efforts to achieve better results for children and youth with serious emotional disturbance; (5) results for students with disabilities based on work of the National Center on Educational Outcomes; (6) OSEP efforts to assist states and localities including the 3-year staggered review process and training in developing state plans; and (7) a review of the literature on provision of services to Native American students with disabilities. Extensive appendices include: 64 data tables, information on OSEP personnel training activities, a listing of special studies contracts concerned with evaluation of IDEA, summaries and abstracts of state agency/federal evaluation studies programs, profiles of the program agenda, a summary of Regional Resource Center activities, and information on OSEP activities supporting transition services for youth with disabilities. An additional 56 tables and 16 figures provide additional detail. (DB)

PREFACE

The Secretary of Education is required under Section 618(g)(1)(B) of the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (20 U.S.C. 1401 et seq.) to transmit to Congress an annual report that describes progress being made in implementing the Act. In summary, the purposes of IDEA are:

(1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities;

(2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected;

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities;

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

Each year, the Office of Special Education Programs (OSEP) collects and analyzes data to assess the extent to which all students with disabilities are receiving a free, appropriate public education, as ensured under the Individuals with Disabilities Education Act (IDEA). This Sixteenth Annual Report to Congress is designed to consolidate and communicate the results of those data collections and analyses. It contains seven chapters and a number of appendices.

Chapter 1 of the report opens with a brief explanation of IDEA, Part B and Chapter 1 (SOP) of the Elementary and Secondary Education Act (ESEA) and provides a retrospective analysis of Federal funding patterns for special education. The chapter also includes data on the numbers of students receiving special education and related services, the types of disabilities they have, the settings in which they are educated, the bases by which they leave school, and the staff who provide them with special educational and related services, including the number of additional special education personnel needed. Finally, a description of various OSEP-sponsored initiatives to increase the number and improve the qualifications of special education personnel is included.

Chapter 2 provides information on the role of the IDEA, Part H and Preschool Grant Program in meeting the needs of infants and toddlers and their families, and preschoolers with disabilities. The two programs continue to evolve. Implementation issues are discussed, and States' progress in implementing the programs is described. Progress toward implementing a coordinated system of services for children from birth through age five is noted, and the challenges that remain described. Data on the number of infants, toddlers, and preschoolers with disabilities receiving services through Part H, the Preschool Grants Program, and Chapter 1 (SOP), is provided. A final section describes discretionary programs sponsored by OSEP to address the birth through 5 population, including the Early Education Program for Children with Disabilities (EEPCD).

Chapter 3 analyzes secondary programs and postsecondary educational results for students with disabilities who attended regular secondary schools. The chapter is based on the congressionally mandated National Longitudinal Transition Study, recently completed for OSEP by SRI International. The chapter includes data about absenteeism rates, grade performance, graduation rates, percentage of time spent in regular classrooms, grade point averages, and other indicators of sutdent performance. The data also measure the effect of ethnic background, disability category, and household income on the educational results of students with disabilities who attended regular secondary schools.

Chapter 4 provides an overview of the characteristics of students with serious emotional disturbance (SED). Data include the number of students with SED served, graduation rates, and placement. Issues regarding the effect of ethnic background on identification rates is discussed. A recently created national agenda addressing the needs of students with SED is described. Finally, special projects focused on this population are discussed.

Chapter 5 draws information from work completed by the National Center on Educational Outcomes. The need for better measurement of educational results for students with disabilities is noted. The challenge of finding ways to include students with disabilities in measurements of educational results, and reasons for current exclusions, are described.

Chapter 6 describes OSEP efforts to assist States and local school districts in educating students with disabilities. The chapter describes the three-year staggered review process and the ongoing implementation of State Plan Academies to provide training to key staff members from SEAs that are to submit plans. The chapter also reports the results of compliance reviews and monitoring reports.

Chapter 7 contains a review of the literature on provision of services to Native American students with disabilities. This chapter is one of a series of papers addressing the unique needs of special populations with disabilities, begun in the Fourteenth Annual Report to Congress. Under the 1986 Amendments to EHA, Congress recognized the unique aspects of the service models for infants, toddlers, children, and youth who are members of special populations – migrant families, Native Americans, Native Pacific Basin and Hawaiian residents, limited English proficient, and/or rural residents. In future years, data will be reported on other special populations, and data on services to those populations reported on in this and the previous annual report will be updated, as additional information becomes available. The chapter reports the number of Native American children with disabilities being educated in the nation's schools, their educational results, and placements. Some of the challenges to providing services to this population are described. Programs focused on providing specific training to enable special education personnel to provide services to Native American children with disabilities are also noted.

In addition to the report's seven chapters, a series of appendices are included. Appendix A is composed of data tables on child count, educational environment, personnel, exiting, population and enrollment, and fiscal awards. Tables outlining OSEP-funded personnel training are presented in Appendix B. That is followed in Appendix C by a list of contracts awarded by OSEP. Appendices D and E provide summaries and abstracts, respectively, of evaluations being conducted under the State Agency/Federal Evaluation Studies (SAFES) program. Appendix F provides profiles of OSEP's program agenda. Appendix G contains a summary of Regional Resource Center activities. Finally, Appendix H contains a summary of programs funded under the Secondary Education and Transitional Services for Youth with Disabilities Program.

CONTENTS

Page

Preface i

Executive Summary xix

Chapter 1. School-Age Students with Disabilities Served, Placement and Exiting Patterns, and Personnel Who Provide Special Education and Related Services 1

Formula Grant Programs 2
Number of Students Served under Part B and Chapter 1 (SOP) 7
Educational Placements of Students with Disabilities 10
Students with Disabilities Exiting the Educational System 15
Personnel Employed and Needed to Serve Students with Disabilities 20
Summary and Implications 25

Chapter 2. Meeting the Needs of Infants, Toddlers, and Preschool Children with Disabilities 29

Implementation of the Part H Program 29
Implementation of the Preschool Grant Program 49
Other OSEP Programs Benefitting Young Children with Disabilities 65
Summary and Implications 69

Chapter 3. Aspects of the School Programs and Educational Results for Students with Disabilities in Regular Secondary Schools 73

Course-Taking in Regular Secondary Schools 74
Absenteeism, Grades, and Dropout Rates of Students with Disabilities Attending Secondary School 87
The Relationship of School Programs to Student Performance 98
Summary and Implications 103

Chapter 4. Achieving Better Results for Children and Youth with Serious Emotional Disturbance 109

Overview 109
A National Agenda for Students with Serious Emotional Disturbance 117
Discretionary Programs for Students with Serious Emotional Disturbance 120
Summary and Implications 125

Contents (continued)

Page

Chapter 5. Results for Students with Disabilities 131

- Conceptual Model of Outcomes 131
- Data from National Data Collection Programs 149
- Educational Results Data Collected by States 160
- Summary and Implications 166

Chapter 6. Assisting States and Localities in Educating All Children with Disabilities 173

- The Federal Program Review Process 173
- State Plan Review and Approval 175
- On-Site Monitoring Review 183

Chapter 7. Study of Special Populations Native American Students with Disabilities 195

- Numbers and Characteristics of Native American Students with Disabilities . . . 200
- Educational Programs for Native American Students with Disabilities 205
- The Provision of Special Education Services to Native American Students with Disabilities 210
- Summary and Implications 226

Appendices

Appendix A. Data Tables A-1

Section A. Child Count Tables

- Table AA1 Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age Group During the 1992-93 School Year A-1
- Table AA2 Number of Children Served Under IDEA, Part B and Chapter 1 OF ESEA (SOP) During the 1992-93 School Year A-2
- Table AA3 Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-3

Contents (continued)

Page

Table AA4 Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-4

Table AA5 Number of Children Served Under Chapter 1 of ESEA (SOP) by Age Group During the 1992-93 School Year . . A-6

Table AA6 Number of Children Age 6-11 Served Under Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-7

Table AA7 Number of Children Age 12-17 Served Under Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-9

Table AA8 Number of Children Age 18-21 Served Under Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-11

Table AA9 Number of Children Age 6-21 Served Under Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-13

Table AA10 Number of Children Served Under Chapter 1 of ESEA (SOP) by Disability and Age During the 1992-93 School Year A-15

Table AA11 Number of Children Served Under Chapter 1 of ESEA (SOP) by Age During the 1992-93 School Year A-16

Table AA12 Number of Children Served Under IDEA, Part B by Age Group During the 1992-93 School Year A-19

Contents (continued)

Page

Table AA13 Number of Children Age 6-11 Served Under IDEA, Part B by Disability During the 1992-93 School Year A-20

Table AA14 Number of Children Age 12-17 Served Under IDEA, Part B by Disability During the 1992-93 School Year A-22

Table AA15 Number of Children Age 18-21 Served Under IDEA, Part B by Disability During the 1992-93 School Year A-24

Table AA16 Number of Children Age 6-21 Served Under IDEA, Part B by Disability During the 1992-93 School Year A-26

Table AA17 Number of Children Served Under IDEA, Part B by Disability and Age During the 1992-93 School Year A-28

Table AA18 Number of Children Served Under IDEA, Part B by Age During the 1992-93 School Year A-29

Table AA19 Number and Change in Number of Children Served Under IDEA, Part B Chapter 1 of ESEA (SOP) A-32

Table AA20 Number and Change in Number of Children Birth through Age 21 Served Under Chapter 1 of ESEA (SOP) A-33

Table AA21 Number and Change in Number of Children Age 3-21 Served Under IDEA, Part B A-34

Table AA22 Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B A-35

Contents (continued)

Page

Table AA23 Percentage (Based on Resident Population) of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year . . A-48

Table AA24 Percentage (Based on Resident Population) of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age Group During the 1992-93 School Year A-50

Table AA25 Percentage (Based on Resident Population) of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-51

Table AA26 Percentage (Based on Estimated Resident Population) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-53

Table AA27 Percentage (Based on Estimated Enrollment) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1992-93 School Year A-55

Section B. Educational Environments Tables

Table AB1 Number of Children Age 3-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1991-92 School Year A-57

Table AB2 Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1991-92 School Year A-60

Contents (continued)

Page

Table AB3 Number of Children Age 3-5 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1991-92 School Year A-86

Table AB4 Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1991-92 School Year A-88

Table AB5 Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1991-92 School Year A-114

Table AB6 Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1991-92 School Year A-140

Table AB7 Number of Children Age 3-21 Served in Different Educational Environments Under IDEA, Part B During the 1991-92 School Year A-166

Table AB8 Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B During the 1991-92 School Year A-169

Table AB9 Number of Children Age 3-5 Served in Different Educational Environments Under IDEA, Part B During the 1991-92 School Year A-171

Table AB10 Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B During the 1991-92 School Year A-173

Contents (continued)

Page

Table AB11 Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B During the 1991-92 School Year A-175

Table AB12 Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B During the 1991-92 School Year A-177

Table AB13 Number of Children Age 3-21 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) State-Operated or State-Supported Programs During the 1991-92 School Year A-179

Table AB14 Number of Children Age 6-21 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) State-Operated or State-Supported Programs During the 1991-92 School Year A-182

Table AB15 Number of Children Age 3-5 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) State-Operated or State-Supported Programs During the 1991-92 School Year A-184

Table AB16 Number of Children Age 6-11 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) State-Operated or State-Supported Programs During the 1991-92 School Year A-186

Table AB17 Number of Children Age 12-17 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) State-Operated or State-Supported Programs During the 1991-92 School Year A-188

Contents (continued)

Page

Table AB18 Number of Children Age 18-21 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) State-Operated or State-Supported Programs During the 1991-92 School Year A-190

Table AB19 Number of Children Age 3-21 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) LEA Programs During the 1991-92 School Year A-192

Table AB20 Number of Children Age 6-21 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) LEA Programs During the 1991-92 School Year A-195

Table AB21 Number of Children Age 3-5 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) LEA Programs During the 1991-92 School Year A-197

Table AB22 Number of Children Age 6-11 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) LEA Programs During the 1991-92 School Year A-199

Table AB23 Number of Children Age 12-17 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) LEA Programs During the 1991-92 School Year A-201

Table AB24 Number of Children Age 18-21 Served in Different Educational Environments Under Chapter 1 of ESEA (SOP) LEA Programs During the 1991-92 School Year A-203

Contents (continued)

Page

Section C. Personnel Tables

Table AC1 Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-5 During the 1991-92 School Year A-205

Table AC2 Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 6-21 During the 1991-92 School Year A-206

Table AC3 School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21 During the 1991-92 School Year A-210

Section D. Exiting Tables

Table AD1 Number of Students Age 14 and Older Exiting the Educational System During the 1991-92 School Year A-215

Table AD2 Number and Percentage of Students with Disabilities Exiting the Educational System by Age, and by Basis of Exit During the 1991-92 School Year A-241

Section E. Anticipated Services Table

Table AE1 Anticipated Services Needed by Children with Disabilities Age 14 and Older Exiting the Educational System During the 1990-91 School Year A-245

Section F. Population and Enrollment Tables

Table AF1 Estimated Resident Population for Children Age 3-21 .... A-267

Contents (continued)

Page

Table AF2 Estimated Resident Population for Children Birth through Age 2 .... A-268

Table AF3 Estimated Resident Population for Children Age 3-5 .... A-269

Table AF4 Estimated Resident Population for Children Age 6-17 .... A-270

Table AF5 Estimated Resident Population for Children Age 18-21 .... A-271

Table AF6 Enrollment for Students in Grades Pre-Kindergarten through Twelve A-272

Section G. Financial Table

Table AG1 State Grant Awards Under IDEA, Part B, Chapter 1 of ESEA (SOP), Preschool Grant Program and Part H . A-273

Notes for Appendix A A-275

Appendix B. OSEP Special Education Personnel Training Activities B-1

Appendix C. Evaluation of the Individuals with Disabilities Education Act: Special Studies Contracts C-1

Appendix D. Summaries of State Agency/Federal Evaluation Studies Program ... D-1

Appendix E. Abstracts of State Agency/Federal Evaluation Studies Program E-1

Appendix F. Profiles of the Program Agenda F-1

Appendix G. Summary of Regional Resource Center Activities G-1

Appendix H. OSEP Activities Supporting Transition Services for Youth with Disabilities H-1

LIST OF TABLES

Page

Table 1.1 Part B State Grant Program: Funds Appropriated, 1977-93 3

Table 1.2 Chapter 1 (SOP) State Formula Grant: Funds Appropriated, FY 1966-93 4

Table 1.3 Students Served under Part B and Chapter 1 (SOP): Number and Percentage Change, School Years 1976-77 through 1992-93 8

Table 1.4 Disability of Students Age 6 through 21 Served under Part B and Chapter 1 (SOP): Number and Percentage, School Year 1992-93 9

Table 1.5 Percentage of Students Age 6 through 21 Served in Different Educational Environments, By Disability: School Year 1991-92 14

Table 1.6 Exit Category Changes 17

Table 1.7 Basis of Exit for Students with Different Disabilities, Number and Percentage: School Year 1991-92 19

Table 1.8 Special Education Teachers Employed and Students Age 6 through 21 Served under Part B and Chapter 1 (SOP), School Year 1991-92 22

Table 1.9 Special Education Personnel Other Than Special Education Teachers Employed and Needed to Serve Students with Disabilities Age 3 through 21: School Year 1991-92 23

Table 1.10 Special Education Teachers Needed to Serve Students with Disabilities Age 6 through 21: School Year 1991-92 24

Table 2.1 Status of States and Jurisdictions under Part H, FY 1992 Funds 31

Table 2.2 Lead Agencies for the Administration of Part H Grants, FY 1992 32

Table 2.3 Part H Allocations, FY 1992 34

Table 2.4 Members of the Federal Interagency Coordinating Council 38

Table 2.5 Number and Percentage of Infants and Toddlers (Birth through Age 2) Receiving Early Intervention Services under Chapter 1 (SOP) Programs and Other Programs: December 1, 1992 40

Contents (continued)

Page

Table 2.6 Early Intervention Services Provided to Infants, Toddlers, and Their Families in Accord with Part H: December 1, 1991 44

Table 2.7 State Grant Awards under the Preschool Grant Program, FY 1993 50

Table 2.8 Number and Percentage of Children Age 3 through 5 Served under the Preschool Grant Program and Chapter 1 (SOP): December 1, 1992 53

Table 3.1 Academic Credits Earned, by Grade Level and Cumulatively 77

Table 3.2 Percentage of Class Time Spent in Regular Education Academic Classes, by Disability Category 80

Table 3.3 Vocational Course-Taking, by Disability Category 84

Table 3.4 Concentration in Vocational Education, by Demographic Characteristics 86

Table 3.5 Enrollment in Work Experience Programs 88

Table 3.6 Average Days Absent from School 90

Table 3.7 Grade Performance, by Disability Category 92

Table 3.8 Grade Performance, by Selected Student Characteristics 95

Table 3.9 Dropout Rate, by Disability Category 99

Table 3.10 Dropout Rate, by Selected Student Characteristics 100

Table 3.11 Estimated Change in School Performance Associated with School Programs 102

Table 5.1 Assumptions Guiding the NCEO Development of Educational Outcomes and Indicators 134

Table 5.2 Definitions of School Completion Outcome Domains 135

Table 5.3 Outcomes and Indicators in NCEO School Completion Model 137

Table 5.4 Correspondence between NCEO Domains and State Goals 142

Table 5.5 Correspondence between NCEO Indicators and State Goals 143

Contents (continued)

		Page
Table 5.6	Correspondence between NCEO Models and Measures in National Data Collection Programs	148
Table 5.7	Correspondence between NCEO School Completion Indicators and Measures in National Data Collection Programs	150
Table 5.8	Correspondence in Disability Category Terms	157
Table 5.9	States' Estimates of the Percentages of Students with Disabilities Participating in Statewide Assessments of Academic Achievement	164
Table 6.1	Number of FY 1994-96 State Plans with Deficiencies Regarding Specified Least Restrictive Environment Requirements	179
Table 6.2	Number of FY 1994-96 State Plans with Deficiencies Regarding Specified Comprehensive System of Personnel Development Requirements	181
Table 6.3	Typical Steps in Conducting On-Site Monitoring Reviews	186
Table 6.4	Schedule of On-Site Monitoring Reviews	188
Table 6.5	Summary of Findings in Final Monitoring Reports Issued during FY 1993	189
Table 7.1	1990 National Estimates for Public School Enrollment by Race/Ethnicity and School District Size	198
Table 7.2	Percentage of Students Receiving Special Education, by Racial/Ethnic Group	201
Table 7.3	Number and Percentage of Students Receiving Special Education in 1990, by Racial/Ethnic Group	202
Table 7.4	Number and Percentage of Children Receiving Special Education in BIA Schools and the Nation, by Age Group: School Year 1992-93	202
Table 7.5	Number and Percentage of Children Age 6 through 21 Receiving Special Education in BIA Schools and the Nation, by Disability: School Year 1992-93	204

Contents (continued)

Page

Table 7.6 Number of Students Assessed and Percentage with IEPs in the 1990 National Assessment of Educational Progress, by Cohort and Race/Ethnicity 206

Table 7.7 Roles and Responsibilities with Implications for Interactions as per IDEA, Part B, Section 611, and Services to Native American Children with Disabilities, Age 3 Through 5 Years 211

Table 7.8 Number and Percentage of Children Age 6 through 21 with All Disabilities, Specific Learning Disabilities, and Hearing Impairments in BIA Schools and the Nation, by Educational Environment: School Year 1991-92 217

Table A.1 State Reporting Patterns Child Count Data 1992-93, Other Data 1991-92 . . . . . A-275

Table B.1 Full- and Part-Time Students Enrolled in Preservice Training Funded by Division of Personnel Preparation (DPP): Number and Distribution, FY 1992 . . . . . B-1

Table B.2 Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1992 . . . . . B-3

Table B.3 State or Professional Certification Received in Programs Funded by DPP Grants: Number and Distribution, FY 1992 . . . . . B-5

Table F.1 Framework for the Program for Children with Severe Disabilities . . . F-12

LIST OF FIGURES

Page

Figure 1.1 Part B and Chapter 1 (SOP) (Combined) Allocations in Current and Constant Dollars: FY 1977-93 5

Figure 1.2 Per Child Allocation for Part B in Current and Constant Dollars: FY 1977-93 6

Figure 1.3 Distribution of Specific Disabilities for Children Age 6 through 21 Served under Part B: School Years 1976-77 through 1992-93 11

Figure 1.4 Percentage of All Students with Disabilities Age 6 through 21 Served in Six Educational Environments: School Year 1991-92 12

Figure 1.5 Percentage of Students with Disabilities, by Age Group, Served in Different Educational Environments: School Year 1991-92 13

Figure 1.6 Basis of Exit for Students with Disabilities Age 14 and Older: School Year 1991-92 16

Figure 2.1 Number of Children Age 3 through 5 Served under the Preschool Grant Program and Chapter 1 (SOP): School Years 1987-88 through 1992-93 52

Figure 2.2 Number of Children Age 3 through 5 Served under the Preschool Grant Program and Chapter 1 (SOP) by Age and Program: School Year 1992-93 55

Figure 3.1 Type of Credits Earned by Graduates at Each Grade Level 76

Figure 3.2 Vocational Course-Taking, by Grade Level 82

Figure 4.1 Distribution of Students with Serious Emotional Disturbance Compared with All Students with Disabilities Served under Part B, by Age Group, School Year 1992-93 112

Figure 5.1 NCEO School Completion Model of Outcomes 133

Figure 5.2 States in Which Academic Achievement Data on Students with Disabilities are Included 162

Figure 5.3 States in Which Academic Achievement Data on Students with Disabilities are Accessible 163

Contents (continued)

Page

Figure 5.4 States with Formal, Written Accommodation Guidelines 167

Figure 5.5 States Using Four Types of Accommodations in 1991 and 1992 168

LIST OF ACRONYMS

ADD	attention deficit disorder
BIA	Bureau of Indian Affairs
CAP	corrective action plan
CPSP	Carolina Policy Studies Program
DID	Division of Innovation and Development
EEPCD	Early Education Program for Children with Disabilities
EDGAR	Education Department General Administrative Regulations
FAPE	free appropriate public education
FICC	Federal Interagency Coordinating Council
FTE	full-time equivalent
GEPA	General Education Provisions Act
GLARRC	Great Lakes Area Regional Resource Center
ICC	interagency coordinating council
IDEA	Individuals with Disabilities Education Act
IEP	individualized education plan
IEU	intermediate educational unit
LEA	local educational agency
LEP	limited English proficiency
LM	language minority
MPRRC	Mountain Plains Regional Resource Center
MSRRC	Mid South Regional Resource Center
NACIE	National Advisory Council on Indian Education
NAEP	National Assessment of Educational Progress
NCEO	National Center on Educational Outcomes
NCES	National Center for Education Statistics
NEC*TAS	National Early Assistance Technical Assistance System
NELS	National Education Longitudinal Survey
NERRC	Northeast Regional Resource Center
NLTS	National Longitudinal Transition Study of Special Education Students
OCR	Office for Civil Rights
OSEP	Office of Special Education Programs
PASS	Performance Assessment for Self-Sufficiency
SARRC	South Atlantic Regional Resource Center
SEA	State educational agency
SED	serious emotional disturbance
SICC	State Interagency Coordinating Council
SOP	State Operated Programs
WRRC	Western Regional Resource Center

EXECUTIVE SUMMARY

The Sixteenth *Annual Report to Congress* examines the progress being made towards implementing the requirements of the Individuals with Disabilities Education Act (IDEA). The purposes of the Act are summarized below.

(1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities.

(2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected.

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities.

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This report provides a detailed description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the report.

STUDENTS WITH DISABILITIES SERVED, THEIR PLACEMENT AND EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

National statistics and analyses generated from State-reported data submitted annually to the Office of Special Education Programs (OSEP) are provided in Chapter 1. A brief retrospective analysis of Federal funding patterns for special education is also included. Highlights of this chapter are:

- For FY 1993, $2.053 billion was distributed to States for the provision of special education to children with disabilities through IDEA, Part B, with an average allocation of $411 per child. Programs funded under Chapter 1 (SOP) to assist in educating children with disabilities in State-operated or State-supported programs received an average per pupil allocation of $432.

- Combined Part B and Chapter 1 (SOP) funding has increased from about $373 million in 1977 to $2.173 billion in FY 1993. However, the allocation in constant dollars (base year 1977) has risen at a much slower pace. The per child allocation under Part B of $411 for FY 1993 represents $169 in constant dollars, slightly more than the 1978 level of $156.

- When IDEA was enacted in 1975, it authorized the Federal government to provide by 1982 up to 40 percent of the average per child expenditure in public elementary and secondary schools. At 1992-93 spending levels, Congress provided approximately 8.3 percent of average per child expenditures through Part B. In order to meet the 40 percent target at the 1992-93 level, Congress would have had to allocate approximately $9.7 billion in funding for special education.

- The number and percentage of children and youth with disabilities continues to grow. In 1992-93, 5,170,242 children from birth through age 21 were served under Part B and Chapter 1 (SOP); this was a 3.7 percent increase from the previous year.

- Over half (52.4 percent) the students age 6 through 21 served by IDEA and Chapter 1 (SOP) are identified as having specific learning disabilities. The number of students served with specific learning disabilities increased by 5.4 percent from 1991-92 to 1992-93. This increase continues a trend that is now several years old.

- Approximately 95 percent of students with disabilities received education and related services in regular school buildings in 1991-92. This continues the trend to place more children in more integrated settings.

- In 1991-92, 57.4 percent of all students with disabilities exiting the educational system received a diploma or certificate, while 22.4 percent dropped out of school. Over the past five years, the dropout percentage for students with disabilities has decreased steadily and the graduation percentage has shown a general upward trend.

- The number of teachers employed to serve children and youth with disabilities age 6 through 21 from 1990-91 to 1991-92 increased 3.8 percent, while the number of children served over the period increased by 3.0 percent. For students age 3 through 5, the number of special education teachers employed increased by 15.7 percent for the same time period.

- For 1991-92, States reported a shortage of approximately 27,000 teachers and more than 5,400 teacher aides to serve school-age children. For 3- through 5-year-old children with disabilities, 2,288 preschool teachers were needed during the 1991-92 school year, 11.2 percent fewer than in 1990-91.

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

- There was a significant increase in the number of States moving into fifth year full implementation of the IDEA, Part H program, with FY 1992 funds (for use in FY 1993). As of July 1, 1992, 18 States and jurisdictions were in full implementation status. By the close of the FY 1992 award period a total of 41 States and jurisdictions had been awarded grants for full implementation.

- Final regulations amending the implementing regulations for Part H were published in the Federal Register on July 30, 1993. The regulations incorporated the major provisions of the 1991 statutory amendments and responded to parents, advocates, and providers concerns by updating and clarifying the rules for the Part H program.

- States reported serving 76,449 infants and toddlers with disabilities under Chapter 1 (SOP) in 1992-93, a 15 percent increase over 1991-92. A total of 66,943 infants and toddlers were receiving early intervention services in non-Chapter 1 (SOP) programs. The increases in the numbers of infants and toddlers with disabilities reported under Chapter 1 (SOP) and other programs likely reflects States' increasing ability to provide more accurate counts of the actual number of children with disabilities served as their early intervention systems evolve.

- Although data on the location of the provision of early intervention services are generally incomplete, they do indicate that the home remains the most frequent service site. Thirty-four percent of services are delivered in the home. The next most frequent service settings are the early intervention classroom (33 percent) and the outpatient center (29 percent).

- States continue to experience uneven progress as they attempt to fully implement Part H. Major barriers reported by States include the volume of policy decisions, challenging fiscal situations, and a lack of direct authority or power by the lead agency. Fragmentation, duplication, and overlap in services continue to be pronounced.

- FY 1992 was the first year all States were required to serve preschool children with disabilities. About $325.8 million was appropriated in FY 1993 for the preschool program, nearly $6 million more than in FY 1992. This gain was offset by a 10.8 percent increase in the number of preschoolers served, resulting in a per child allocation of $738, down from $804 in the previous year.

- Providing preschool services in the least restrictive environment (LRE) has become a central national issue. A main barrier to successful implementation of the LRE requirements is that many LEAs do not operate preschool programs at all, and preschool is not available for any children without disabilities. While there are a variety of public programs for 4-year olds, the issue is particularly problematic for 3-year olds. Moreover, the data available on preschool placements do not offer sufficiently specific information to determine whether services are being offered in inclusive settings.

- A significant relationship between Part B preschool programs and Head Start was created upon publication in the January 21, 1993 Federal Register, of the Head Start Program Performance Standards on Services for Children with Disabilities. The regulations stress the joint responsibility of Head Start and the LEA to enusre that services are provided in a coordinated manner that both meets the child's needs and ensures that services are occurring in the LRE.

- In FY 1993, 121 new and ongoing projects were funded under the Early Education Program for Children with Disabilities (EEPCD). This included 31 demonstration projects, 47 outreach projects, 29 in-service training projects, 7 research and experimental projects, 6 research institutes, and 1 national technical assistance center. Also during FY 1993, OSEP funded 245 projects addressing personnel needs in early intervention and preschool services.

ASPECTS OF THE SCHOOL PROGRAMS AND EDUCATIONAL RESULTS OF STUDENTS WITH DISABILITIES IN REGULAR SECONDARY SCHOOLS

Chapter 3 presents highlights of findings from the National Longitudinal Transition Study regarding selected aspects of the programs and performance of students with disabilities who attend regular secondary schools.

- Students with disabilities who attended regular schools had higher absenteeism and dropout rates, and lower grades than the general student population. Poor results were disproportionately experienced by students in the largest disability categories – those with learning disabilities, mental retardation, and serious emotional disturbance.

- Students with disabilities who graduated from high school earned 22 credits as compared to 23 credits earned by graduates from the general student population. On average, States require graduating students to have earned 11 or 12 credits in academic subjects. Overall, students with disabilities who graduated met this requirement, earning an average of 12 (55 percent) of their total credits in academic classes compared to the 15 (69 percent) earned by students in the general population.

- As a group, students with disabilities spent 70 percent of their time in regular education settings. The amount of time spent in regular classrooms ranged from 87 percent of class time for students with visual impairments to 32 percent of class time for those with multiple disabilities. However, performance is more likely to be influenced by the extent of placement in regular education *academic* classes than by placement as a whole. As a group, students with disabilities spend 33 percent of their time in regular education academic classes. Students with disabilities who spent most of their time in regular education classes were 10 percent more likely to fail a class in 9th grade than peers who spent just half their time there.

- Nearly all students with disabilities had some type of occupational vocational education while in secondary school, although their experience varied considerably. Students with learning disabilities were most likely to have concentrated in a vocational content area. To some extent, vocational instruction, as an alternative to academic curricula, ameliorates course failure and assists in dropout prevention. Student participation in work experience programs also had a sizeable positive impact on student performance.

- On average, students with disabilities who remained in high school for four grade levels missed nearly three weeks of school per year. Students not assigned a grade level missed 16 days per year. Absenteeism levels varied widely. Approximately 50 percent of students with disabilities missed ten or fewer days of school per year. Between 21 and 25 percent missed four weeks or more of the typical 39-week school year. Average absenteeism differed significantly for students in different disability categories. Students with SED or other health impairments missed more school than their peers in most other disability categories. Ethnic group membership also appears strongly related to absenteeism.

- Students with disabilities who completed four years of high school earned a cumulative GPA of 2.3, compared to a national average of 2.6 earned by students in the 1980 sophomore class. Students in different disability categories earned quite different grades. Students who were deaf or hard of hearing or with orthopedic impairments consistently earned the highest GPAs and had the lowest number of course failures. Students with learning disabilities or serious emotional disturbance tended to earn lower GPAs and to fail more often. Sixty-two percent of students with disabilities failed at least one class while in secondary school.

- Approximately 30 percent of students with disabilities enrolled in high school failed to complete secondary schooling. In addition, earlier NLTS findings showed that approximately 8 percent of students with disabilities dropped out of school before enrolling in 9th grade. Factors influencing the likelihood of completing high school included disability category, ethnic background, and household income.

ACHIEVING BETTER RESULTS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Effectively meeting the needs of children and youth with SED and their families is a growing national concern. Chapter 4 provides an overview of the characteristics of students with SED, a national agenda addressing their needs, and a description of special projects focused on this population.

- During the 1992-93 school year, 402,668 children and youth age 6 through 21 identified as having SED were served under the Part B and Chapter 1 (SOP) programs. Students with SED accounted for 8.7 percent of all children who received special education services. Students served under Chapter 1 (SOP) accounted for 18.8 percent of all 6- through 21-year-olds served by that program.

- The number of children identified with SED has increased by more than 120,000 since the 1976-77 school year, and increased one percent between 1991-92 and 1992-93. Among all students with disabilities served, the percent with SED served under Part B has increased from 7.5 percent in 1976-77 to 8.3 percent in 1992-93. Identification rates for students with SED vary widely among the States.

- Available data suggest there is a high disproportion of SED students identified from disadvantaged socioeconomic backgrounds, or from minority or culturally and linguistically different backgrounds. Males are also disproportionately identified as SED.

- Students with SED have lower grades and higher dropout reates than any other group of students with disabilities. About 17 percent of youth with SED go on to college compared with 53 percent of students without disabilities. Students with SED also have difficulty maintaining jobs. Twenty percent are arrested at least once before they leave school, and 37 percent are arrested within a few years of leaving school. By two years after school exit, 2.4 percent of students with SED are living in a correctional facility, compared with 0.3 percent of all youth with disabilities.

- Students with SED are far more likely than any other group with disabilities to be served in special education programs outside regular schools. In the 1991-92 school year, almost 20 percent of students with SED were served outside regular schools, compared to 5 percent of students with other disabilities. Half of all students with disabilities in residential programs, a fifth of all students in day schools, and thirty percent of all students receiving homebound instruction were identified as having SED. The percentage of students with SED served in regular schools has decreased by about 4 percent since 1977-78. Only about 16 percent were served in regular classrooms during 1991-92, a percentage that has remained fairly stable since 1985-86.

- Many communities lack a comprehensive and coordinated system of services that can respond to the multiple needs of students with SED. The 1990 Amendments to IDEA created Programs for Children and Youth with Serious Emotional Disturbance, which called for initiatives to address the needs of children with SED. OSEP, working with various stakeholders, has established a national agenda for students with SED. OSEP also supports a number of projects focused on improving educational opportunities for students with SED, including research projects, model development, policy development, and personnel preparation.

EDUCATIONAL RESULTS FOR STUDENTS WITH DISABILITIES

Concern about educational performance of all students has been a major national concern. Concern about results for students with disabilities is also growing, because there is very little information about educational results for students with disabilities. Chapter 5 describes some of the work of the National Center on Educational Outcomes (NCEO), which with OSEP funding has been working since 1990 to address issues related to assessing educational results for students with disabilities.

- NCEO worked with a broad range of stakeholders to develop a conceptual model of educational outcomes along with indicators within eight domains. In general, there was considerable overlap between the NCEO model and expected results in a sample of 17 States, indicating that many States are already emphasizing educational results for students with disabilities.

- A comparison of the NCEO conceptual model with data elements in 13 of the nearly 30 national data collection programs that collect information potentially related to the results identified in the NCEO model show high levels of correspondence. Unfortunately, because students with disabilities are often excluded from the assessments or provided inadequate accommodations, the national data collection programs provide little useful data on the educational results of students with disabilities. Another barrier to use of the data is that terminology for and grouping of students with disabilities were inconsistent from program to program.

- Students with disabilities are disproportionately excluded from both State and national assessments for a host of reasons. Guidelines about inclusion and exclusion, where they exist, are inconsistently applied. Students may be excluded for reasons that are only incidental to their disability -- for example, telephone surveys usually exclude people who are deaf or use telecommunication devices. National education surveys often do not include special schools. On some school sampling rosters, all students within a specific category were excluded. Many large-scale assessment programs allow exclusion of students who might experience discomfort during testing, thus excluding a substantial proportion of students with mental, emotional, and/or physical disabilities. Finally, exclusion may occur if administrators feel the students' test scores would lower a school's or district's performance level.

- Disaggregation of accurate information about results for students with disabilities is difficult. Variations in how students with disabilities are defined and how their educational results are reported exist between State programs, between State and national data collection programs, among the various types of national programs, and within the national programs.

- To encourage schools and States to report results for all special education students, NCEO has identified four major steps for creating a results-based reporting system at the State, school district, or school level: (1) establish a solid foundation for the effort; (2) develop, adopt, or adapt a model; (3) establish a data collection and reporting system; and (4) install the system.

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

Chapter 6 describes the efforts OSEP undertakes to assist State and local educational agencies in educating all children and youth with disabilities and the refinements OSEP has made to its monitoring system.

- OSEP reviews plans submitted by States on a staggered three-year schedule, to assure that SEA policies and procedures are consistent with the requirements of IDEA, Part B. State Plans must be approved by the Secretary of Education before funds can be allocated to the State. OSEP provided substantial technical assistance to States submitting plans in 1993 for FY 1994-96 and to States that will be submitting State Plans for FY 1995-97 in 1994. The centerpiece of this technical assistance was the State Plan Academies that provided training to key staff members from SEAs that would be submitting plans.

- Twenty-one States and Outlying Areas submitted plans for the three-year period covering FY 1994-1996. Across these States, a number of concerns were raised during the State Plan review process; issues identified most frequently were related to a State's Comprehensive System of Personnel Development (CSPD) and placement of students in the least restrictive environment.

- OSEP conducts on-site monitoring reviews of States and territories receiving financial assistance under Part B about once every four years as part of the Federal program review process. During the 1992-93 school year, on-site monitoring reviews were conducted in 15 States and Outlying Areas. Eleven draft monitoring reports and eight final reports were issued during FY 1993. Two concerns were noted in all eight final reports. These were related to SEA approval of LEA applications that did not meet all Federal application requirements, and incomplete or ineffective SEA monitoring procedures for determining compliance of public agencies providing educational services to children with disabilities.

PROVIDING SERVICES TO NATIVE AMERICAN CHILDREN WITH DISABILITIES

Chapter 7 presents information on the characteristics and unique educational needs of the Native American children with disabilities.

- Native Americans comprise a small proportion of the U.S. population (1.9 million according to the 1990 U.S. Census) but represent a significant presence in several States and metropolitan areas. Half of the Native American population is concentrated in six States (Oklahoma, California, Arizona, New Mexico, Alaska and Washington) and most live in rural areas. Approximately 637,000 Native Americans live on Federally recognized reservations or trust lands. The U.S. Census identified the largest number of Native Americans in the age group from birth through age 9.

- According to the National Advisory Council on Indian Education (NACIE) about 347,000 public school students are Native American, representing between 85 and 90 percent of all Native American children in school. The remainder attend reservation schools administered by the Bureau of Indian Affairs (BIA). Data from the Office of Special Education Programs indicate that 6,578 students with disabilities age 6 through 21 attended BIA schools in the 1992-93 school year.

- According to data from the Office for Civil Rights (OCR), about 44,000 students receiving special education are Native American. The OCR data indicate that Native Americans are more likely to receive special education services than all other racial/ethnic groups, except for blacks. As for the nation as a whole, the disability with the highest incidence rate among Native Americans is specific learning disabilities.

- Federal programs designed to assist in meeting the educational needs of all Native American students are the Johnson O'Malley Educational Assistance Program and the Impact Aid Program. Funding for Native American students with disabilities in BIA schools is provided through a set-aside from IDEA, Part B. The IDEA Amendments of 1991 changed the formula used to distribute the set-aside funds. These amendments also reduced the responsibilities of the Secretary of the Interior for the education of Native American children with disabilities, while clarifying and increasing the responsibilities of SEAs for the education of students with disabilities who live on reservations but are not enrolled in elementary or secondary programs operated or funded by BIA. The IDEA Amendments of 1991 also included major changes directed at programs for young Native American children (birth through age 2) on reservations.

- Provision of special education services to Native American students with disabilities can be challenging due to high numbers of students with limited English proficiency, cultural differences, and residence in rural areas. Assessment of Native American students with disabilities is also complicated by the limited number of instruments which might be useful for students from different language and culture groups.

- Data from the Office of Special Education Programs indicate that Native American students with disabilities in BIA schools receive special education services in placements that differ from placements for all other students with disabilities. Native American children with disabilities attending BIA schools are more likely to receive special education services in a resource room.

- An acute shortage of personnel qualified to provide special education services to Native American students with disabilities currently exists. During school year 1990-91, BIA schools needed to increase the number of special education teachers employed by about 60 percent, compared to a need of 9 percent for the nation as a whole. To partially address the need for additional qualified personnel, OSEP's Division of Personnel Preparation (DPP) funds two types of projects for Native Americans. *Native American Projects* provide grants to tribal colleges to train Native Americans to serve children with disabilities. *Projects Recruiting or Benefitting Native Americans* is for special education personnel preparation programs designed to recruit Native Americans.

CHAPTER 1

SCHOOL-AGE STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

The Individuals with Disabilities Education Act (IDEA) requires that all children and youth with disabilities be assured a free, appropriate public education (FAPE). IDEA requires the Office of Special Education Programs (OSEP) to determine how well the States are fulfilling this requirement. OSEP uses several data sources to do so. One of those sources is the State-reported data required by Congress under Section 618(b) of IDEA. States provide annual data to OSEP on the number of children and youth with disabilities served under Part B of IDEA and Chapter 1 of the Elementary and Secondary Education Act (ESEA), State Operated Programs (SOP).[1] States also provide data on educational placements and school exit status for students with disabilities, as well as data on the number of personnel employed and needed to serve students with disabilities.

This chapter consists of five sections and a summary:

- *Formula Grant Programs* describes the financial assistance provided to States in educating school-age children and youth with disabilities under two Federal programs, Part B and Chapter 1 (SOP).

- *Number of Students Served under Part B and Chapter 1 (SOP)* reports the number of children and youth with disabilities age 6 through 21 receiving services through these two programs during the 1992-93 school year and describes certain trends.

- *Educational Placements of Students with Disabilities* describes students' educational placements during the 1991-92 school year.

- *Students with Disabilities Exiting the Educational System* reports the status of students age 14 through 21 who exited the educational system in 1991-92. Revisions to the collection of data on student exit status, which will be implemented next year, and the results of a pilot test of Project PASS (Performance Assessment for Self-Sufficiency), are outlined.

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[1] For simplicity, these two laws will be referred to as Part B and Chapter 1 (SOP) throughout this report.

- *Personnel Employed and Needed to Serve Students with Disabilities* reports the number of teachers and other personnel employed and needed to serve students with disabilities.

FORMULA GRANT PROGRAMS

Two major Federal programs provide States with financial assistance to educate school-age children and youth with disabilities -- the Part B State Grant Program, and Chapter 1 (SOP). This section provides a brief overview of these two funding sources. Two other formula grant programs authorized under IDEA -- the Part H Program for Infants and Toddlers with Disabilities and the Part B, Section 619 Preschool Grant Program -- are described in Chapter 2.[2]

The Part B State Grant Program

Each year, the Part B program distributes funds to the States according to the total number of students with disabilities reported by the States as receiving special education and related services. On December 1 of each year, each State Educational Agency (SEA) conducts an annual child count and submits it to OSEP. The State's Part B grant for the next fiscal year is based on that count.

Table 1.1 summarizes the amount of Part B funding appropriated for States for FY 1977 through FY 1993. Funds appropriated under Part B have increased steadily from $251,770,000 in FY 1977 to $2,052,730,000 in FY 1993. In the same period, the average per child allocation under Part B also increased, from $71 to $411.

At least 75 percent of the funds that a State receives under Part B must be distributed to local educational agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with disabilities [20 U.S.C. §1411(c)(1)(B)]. The LEAs and IEUs are required to ensure that these funds do not supplant State and local expenditures but instead pay for the excess costs[3] of providing special education and related services to students with disabilities. Part B permits SEAs to set aside up to 25 percent of the Part B grant for their own use. Of these set-aside funds, States may use up to 5 percent of the grant or $450,000, whichever is greater, for administrative costs. States may use the remaining 20 percent of the set-aside funds for two purposes: providing direct and support services for children and youth with disabilities or paying the administrative costs of monitoring and compliance investigations, to the extent that such expenditures exceed the costs incurred for monitoring and compliance during FY 1985.

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[2] These two programs will be referred to as Part H and the Preschool Grant Program throughout this report.

[3] 20 U.S.C. §1401(a)(21) of the IDEA defines "excess costs" as "costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student."

Table 1.1 Part B State Grant Program: Funds Appropriated, 1977-93

Appropriation Year	Part B State Grants[a]	Per Child Allocation[b]
1977	$ 251,770,000	$ 71
1978	566,030,000	156
1979	804,000,000	215
1980	874,190,000	227
1981	874,500,000	219
1982	931,008,000	230
1983	1,017,900,000	248
1984	1,068,875,000	258
1985	1,135,145,000	272
1986	1,163,282,000	279
1987	1,338,000,000	316
1988	1,431,737,000	332
1989	1,475,449,000	336
1990	1,542,610,000	343
1991	1,854,186,000	400
1992	1,976,095,000	410
1993	2,052,730,000	411

a/ These figures include amounts appropriated to the BIA and outlying areas. The data in Appendix Table AG1 do not include these figures because they reflect only amounts allocated on a per child basis. Funds for the BIA and outlying areas are distributed as a set-aside percentage.

b/ Technical adjustments to the per child allocation have been made to more accurately reflect the actual distribution of per child funds to States. Thus these data do not match those included in previous reports.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Chapter 1 (SOP) Program for Children with Disabilities

Since 1965, Chapter 1 of the Elementary and Secondary Education Act, also referred to as P.L. 89-313, has provided funds to the States to assist in the education of children with disabilities in State-operated or State-supported programs (SOPs). A 1975 amendment allowed States to count children who had transferred from SOP programs to LEAs programs. ESEA was reauthorized and amended by P.L. 100-297, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, through FY 1993. Table 1.2 shows the total amount of funds distributed and the average per child allocation for Chapter 1 (SOP) and its predecessor programs for FY 1966-93.

Table 1.2 Chapter 1 (SOP) State Formula Grant: Funds Appropriated FY 1966-93

Fiscal Year	Chapter 1 (SOP) State Grants	National Average Per Child Allocation[a]
1966	$ 12,467,000	$ 243
1967	15,078,000	182
1968	24,747,000	283
1969	29,781,000	309
1970	37,483,000	339
1971	46,130,000	379
1972	56,381,000	428
1973	75,962,000	481
1974	85,778,000	515
1975[b]	183,733,000	1,028
1976	111,433,000	592
1977	121,591,000	604
1978	132,492,000	592
1979	143,353,000	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588
1988	151,269,000	578
1989	148,200,000	557
1990	146,389,000	545
1991	148,859,000	561
1992	143,000,000	524
1993	126,393,696	432

[a] These numbers represent a per child allocation averaged across all States. Actual per child allocations vary from State to State. For 1993 the range was $330 to $495.

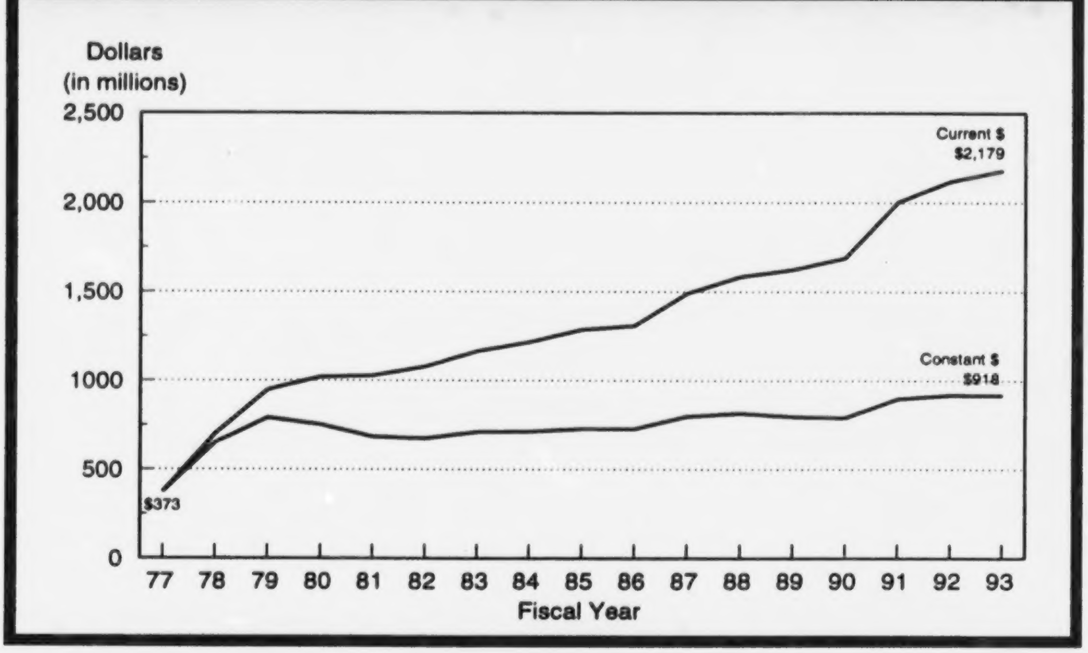
[b] The Chapter 1 (SOP) funds for FY 1966-74 were for use in the fiscal year of appropriation. However, beginning in FY 1975, funds were to be used in the next fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1975 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Funding Levels for Part B and Chapter 1 (SOP)

Combined funds allocated under Part B and Chapter 1 (SOP) have increased from about $373 million in 1977 to $2.179 billion in 1993. As shown in figure 1.1, the allocation in current dollars has increased quite rapidly. The allocation in constant dollars (base year: 1977), which accounts for inflation, has also increased, but at a slower pace.

Figure 1.1. Part B and Chapter 1 (SOP) (Combined) Allocations in Current and Constant Dollars, FY 1977-93

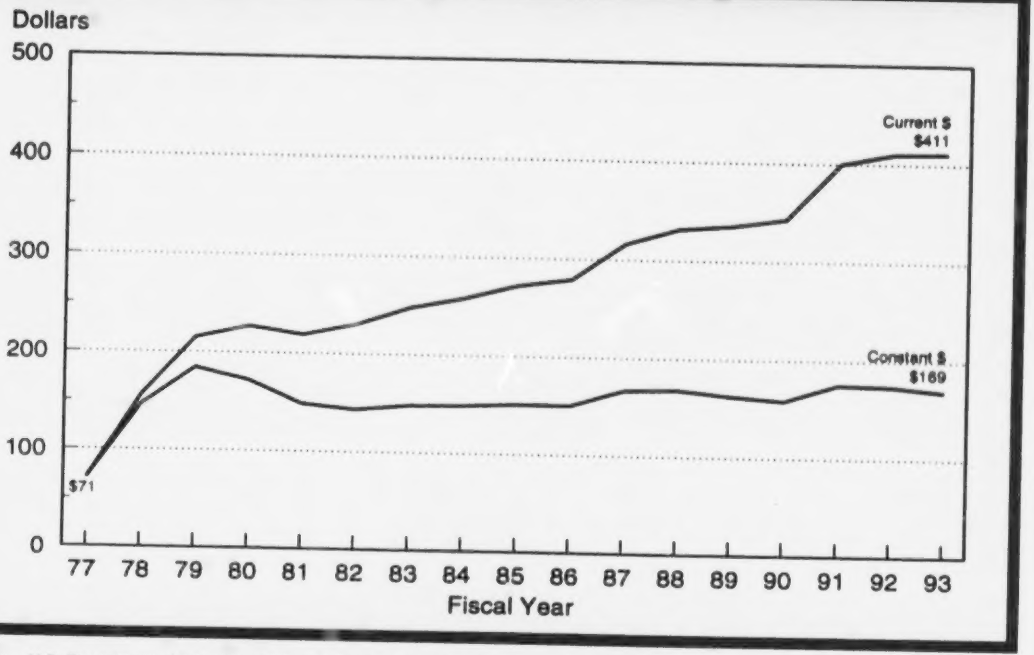


Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
U.S. Department of Education, National Center for Education Statistics, (1993).

However, the rise in appropriations, even in constant dollars, has been offset by the increased number of students served by Part B and Chapter 1 (SOP) programs. For example, analysis of the per child allocation data shows that in 1993, the Part B allocation provided $411 per child. While this represents a significant increase in current dollars since 1977, in constant dollars the per pupil allocation is $169, slightly more than the 1978 level of $156 (see figure 1.2).

When IDEA, Part B was passed in 1975, Congress implemented a grant program to assist States in assuring that all children with disabilities have available a free appropriate public education. The act authorized the Federal government to provide,

Figure 1.2 Per Child Allocation for Part B in Current and Constant Dollars: FY 1977-93



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
U.S. Department of Education, National Center for Education Statistics, (1993).

by 1982, up to 40 percent of the average per child expenditure in public elementary and secondary schools to assist States in meeting the needs of children with disabilities. At 1992-93 spending levels, Congress provided approximately 8.3 percent of average per child expenditures through Part B. In order to meet the 40 percent target at the 1992-93 levels, Congress would have had to allocate approximately $9.7 billion in funding for special education.

One factor contributing to a flat per-pupil allocation in constant dollars is that Congress has increased funding for Part B while decreasing funding for Chapter 1 (SOP) over the last few years. Since enactment of IDEA in 1976, the Chapter 1 (SOP) average per child allocation reached its peak in 1979 ($635). The 1993 average per-child allocation of $432 represents the second consecutive year of decreased funding. Before Part B was implemented, Chapter 1 (SOP) was the only Federal funding source for serving students with disabilities. Even after Part B implementation, the Chapter 1 (SOP) program enabled States to receive funds for children with disabilities from birth to age 21, while Part B authorized grants based on a count of children with disabilities age 3 to 21. The continued decrease in Chapter 1 (SOP) funding continues the process, started by Congress in 1992, of merging the Chapter 1 (SOP) program with programs authorized under IDEA.

NUMBER OF STUDENTS SERVED UNDER PART B AND CHAPTER 1 (SOP)

During the 1992-93 school year, 5,170,242 children from birth through age 21 received special education and related services under the Part B and Chapter 1 (SOP) programs, 3.7 percent more than were served in 1991-92 (see table 1.3). Even after the nation's population increases are considered, consistent increases in the proportion of children and youth identified as having disabilities remain. Approximately 6.4 percent of all children from birth through age 21 in the resident population were served under Part B or Chapter 1 (SOP) special education programs in 1992-93, compared with 4.5 percent in 1976-77. This growth could be due to the increased percentage of the nation's children living in poverty (Children's Defense Fund, 1989), increased prenatal exposure to alcohol and drugs (Miller, 1989), or fiscal incentives for identifying students in need of supplemental services (Shapiro, Loeb, & Bowermaster, 1993).

Disabilities of Students Served under Part B and Chapter 1 (SOP)

The increases in the number of students with disabilities served under Part B and Chapter 1 (SOP) noted in table 1.3 are almost entirely attributable to increases in the number of students identified with specific learning disabilities. In just one year, from 1991-92 to 1992-93, the number of students age 6 through 21 with learning disabilities grew from 2,247,023 to 2,369,385, an increase of 122,362 students. Furthermore, this increase has been steady for several years. As noted in table 1.4, students with specific learning disabilities now account for more than half of all students with disabilities (51.1 percent) and 5.2 percent of all students age 6 through 17 enrolled in school.

Students with speech or language impairments (21.6 percent), mental retardation (11.5 percent), and serious emotional disturbance (8.7 percent) make up an additional 41.8 percent of all students age 6 through 21 with disabilities. However, even the percentages of students with these common disabilities are decreasing as the percentage of students with specific learning disabilities continues to grow.

In addition to specific learning disabilities, three other disability groups made up a larger proportion of the total special education population in 1992-93 than in 1991-92. They are autism (0.3 percent compared with 0.1 percent), traumatic brain injury (0.1 percent compared with .007 percent), and other health impairments (1.4 percent compared with 1.3 percent). This is only the second year data were collected on the number of children with autism and traumatic brain injury. The number of students reported in these two groups will probably continue to grow as State and local educational agencies identify and count these children as unique populations of students with disabilities.[4]

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[4] Until 1991-92, these students were reported under other disability categories such as other health impairments.

Table 1.3 Students Served under Part B and Chapter 1 (SOP) Number and Percentage Change: School Years[a] 1976-77 through 1992-93

School Year	Change in Total Number Served from Previous Year (%)	Total Served	Part B[c]	Chapter 1 (SOP)
1976-77	–	3,708,588	3,484,756	223,832
1977-78	1.8	3,777,286	3,554,554	222,732
1978-79	3.8	3,919,073	3,693,593	225,480
1979-80	3.0	4,036,219	3,802,475	233,744
1980-81	3.5	4,177,689	3,933,981	243,708
1981-82	1.3	4,233,282	3,990,346	242,936
1982-83	1.5	4,298,327	4,052,595	245,732
1983-84	1.0	4,341,399	4,094,108	247,291
1984-85[b]	0.5	4,363,031	4,113,312	249,719
1985-86	0.2	4,370,244	4,121,104	249,140
1986-87	1.2	4,421,601	4,166,692	254,909
1987-88	1.4	4,485,702	4,226,504	259,198
1988-89	1.8	4,568,063	4,305,690	262,373
1989-90	2.4	4,675,619	4,411,681	263,938
1990-91	2.8	4,807,441	4,547,368	260,073
1991-92	3.7	4,986,075	4,714,119	271,956
1992-93	3.7	5,170,242	4,893,865	276,377

[a] From 1988-89 to the present, these numbers include children 3 through 21 years of age counted under Part B and children from birth to age 21 counted under Chapter 1 (SOP). Prior to 1988-89, children from birth through age 20 were served under Chapter 1 (SOP). The totals do not include infants and toddlers from birth through age 2 served under Part H who were not served under the Chapter 1 (SOP) program.

[b] Beginning in 1984-85, the number of children with disabilities reported for the most recent year reflects revisions to State data received by the Office of Special Education Programs between the July 1 grant award date and October 1. Updates received from States for previous years are included, so totals may not match those reported in previous annual reports to Congress. Before 1984-85, reports provided data as of the grant award date.

[c] Although States must serve all eligible children with disabilities, funds are provided only for up to 12 percent of the State's total school population. This is commonly referred to as "the 12 percent cap."

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table 1.4 Disability of Students Age 6 through 21 Served under Part B and Chapter 1 (SOP): Number and Percentage, School Year 1992-93

Disability	Part B		Chapter 1 (SOP)		Total	
	Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
Specific learning disabilities	2,333,571	52.4	35,814	19.7	2,369,385	51.1
Speech or language impairments	990,718	22.2	9,436	5.2	1,000,154	21.6
Mental retardation	484,871	10.9	48,844	26.9	533,715	11.5
Serious emotional disturbance	368,545	8.3	34,123	18.8	402,668	8.7
Multiple disabilities	86,179	1.9	17,036	9.4	103,215	2.2
Hearing impairments	43,707	1.0	17,189	9.5	60,896	1.3
Orthopedic impairments	46,498	1.0	6,423	3.5	52,921	1.1
Other health impairments	63,982	1.4	2,072	1.1	66,054	1.4
Visual impairments	18,129	0.4	5,682	3.1	23,811	0.5
Autism	12,238	0.3	3,289	1.8	15,527	0.3
Deaf-blindness[b]	773	0.0	652	0.4	1,425	0.0
Traumatic brain injury	2,906	0.1	997	0.5	3,903	0.1
All disabilities	4,452,117	100.0	181,557	100.0	4,633,674	100.0

[a] Percentages sum within columns.

[b] 8,404 persons between the ages of birth to 21 have been identified by coordinators of the State and Multi-State Services for Children with Deaf-Blindness. They are required under [20 U.S.C §§1422(c)(1) and (2)] to conduct an annual census of all persons under 22 years of age that meet the federal definition for Deaf-Blindness (Federal Registry 1991, p. 51585). For a full report contact the Severe Disabilities Branch of OSEP.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

The increase in the number and percentage of students with other health impairments may be linked to a 1991 memorandum from the Department of Education to the States (OSERS, 1991). This memorandum states that students with Attention Deficit Disorder (ADD) may be included in the "other health impairments" category when ADD is a chronic or acute health problem resulting in limited alertness that adversely affects educational performance.

The number of students reported in the three disability categories -- autism, traumatic brain injury, and other health impairments -- will probably continue to grow over the next few years. Nevertheless, students with autism and traumatic brain injury are expected to remain a small proportion of all students with disabilities. The greatest potential for growth lies in the category for children with other health impairments, since an estimated 3 to 5 percent of all children suffer from ADD (McBurnett, Lahey, & Pfiffner, 1993). However, not all children with ADD qualify for services under IDEA, and many other students with ADD also have other disabilities, such as specific learning disabilities or serious emotional disturbance (SED). It is unclear how many students with ADD will be reported in the category for students with other health impairments.

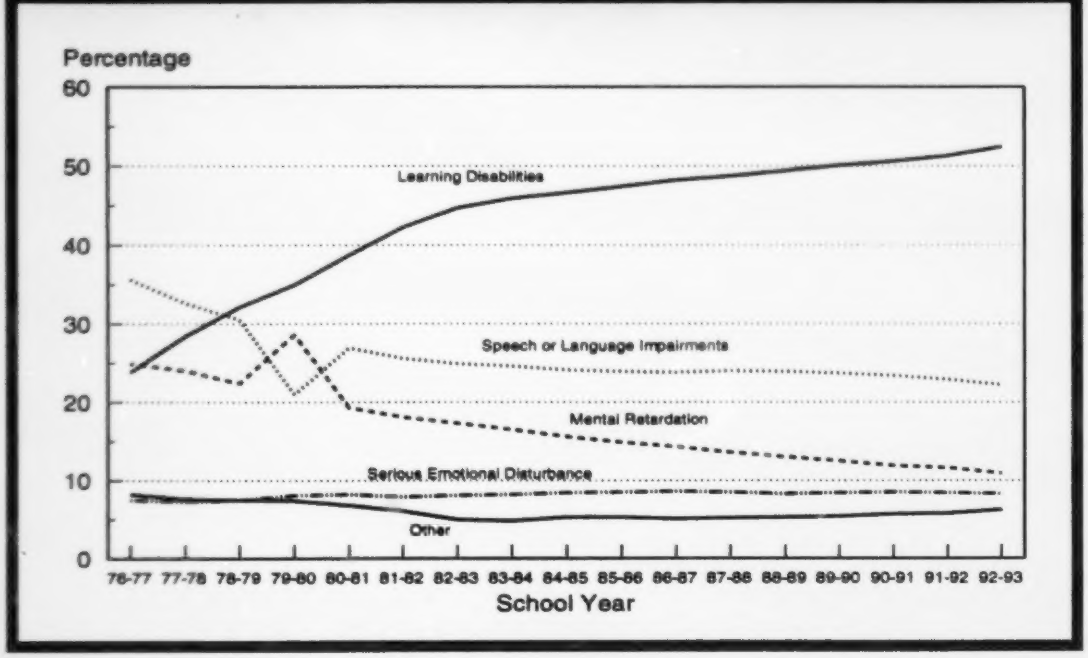
As shown in figure 1.3, between 1976-77 and 1992-93 the percentage of students age 6 through 21 served under IDEA who had specific learning disabilities increased from 23.8 percent to 52.4 percent, while the percentage of students served who had mental retardation dropped from 24.9 percent to 10.9 percent. The percentage of students served who had less prevalent disabilities (sensory impairments, traumatic brain injury, autism, other health impairments, orthopedic impairments, and multiple disabilities) decreased consistently from 1976-77 to 1983-84, but has gradually increased since that time.

OSEP is investigating the causes of the continued growth in the number and percentage of students identified with specific learning disabilities. States and districts that have reported large increases are participating in a series of structured interviews to uncover possible explanations for these trends. OSEP plans to include the results of this study in the 17th Annual Report to Congress.

EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES

IDEA and its corresponding regulations require that each student have an individualized education plan (IEP) that defines appropriate educational services. Moreover, IDEA specifies that "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" [20 U.S.C. §1412(5)(B)]. The implementing regulations for IDEA further specify "that a continuum of alternative placements [be] available to meet the

Figure 1.3 Distribution of Specific Disabilities for Children Age 6 through 21 Served under Part B: School Years 1976-77 through 1992-93

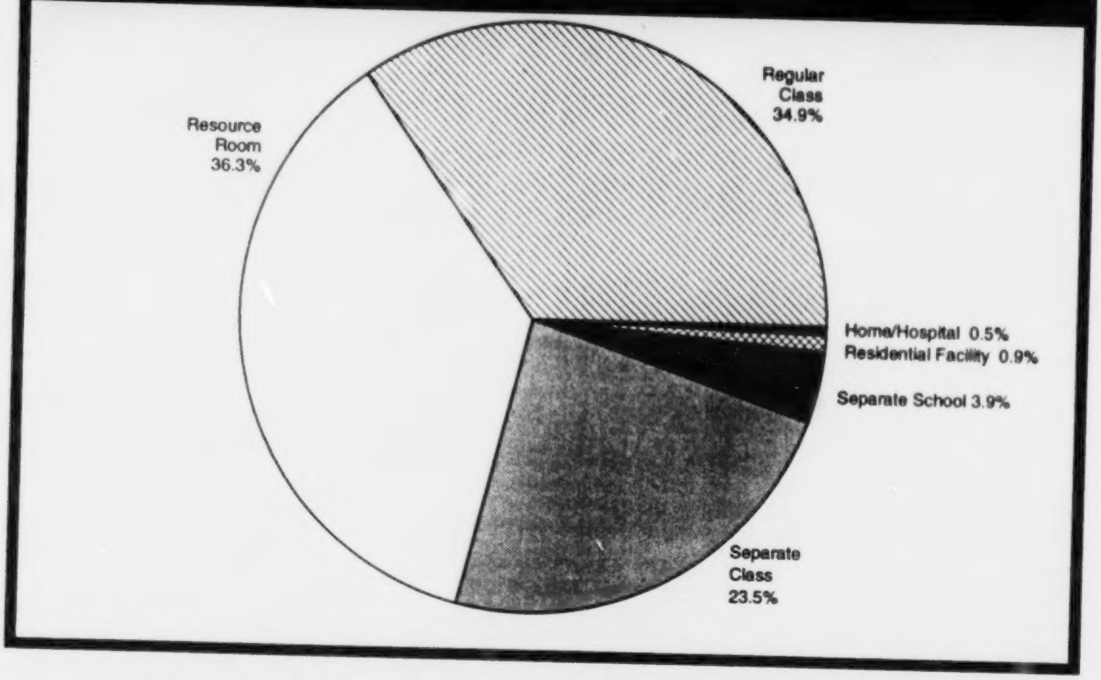


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

needs of children with disabilities for special education and related services." The continuum of alternative placements is to include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. In addition, supplementary aides and services (such as resource room or itinerant instruction) are to be provided in conjunction with regular class placement (34 CFR §300.551).

Each year OSEP collects data from States and Outlying Areas on the number of students with disabilities served in each of the IDEA-specified educational environments (see figure 1.4). Students served in correctional facilities and parent-initiated private school placements are reported twice, once by educational placement (e.g., regular class, resource room) and once under correctional facilities or parent-initiated private school placements. Figure 1.4 shows that during the 1991-92 school year, most school-age students with disabilities were served in regular class (34.9 percent) or resource room (36.3 percent) placements. An additional 23.5 percent of students were served in separate classes within regular school buildings, while 3.9 percent were served in separate schools, 0.9 percent were served in residential facilities, and 0.5 percent were in homebound/hospital programs.

Figure 1.4 Percentage of All Students with Disabilities Age 6 through 21 Served in Six Educational Environments: School Year 1991-92



Notes: Separate school includes both public and private separate school facilities. Residential facility includes both public and private residential facilities.

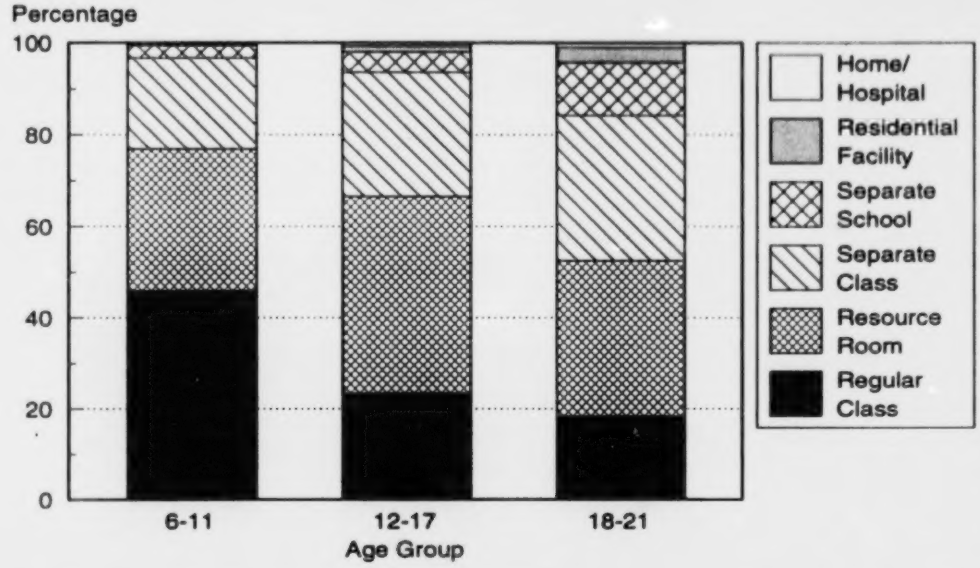
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Placement Patterns by Age Group

Placement patterns differ considerably from one age group to another, as shown in figure 1.5. A greater percentage of younger school-age students than older students are served in regular class placements.

In a continuation of this trend, far greater percentages of students age 18 through 21 are served in separate school and residential facility placements. It is possible that the relatively large percentage of students age 18 through 21 served in separate schools (11.5 percent) reflects the presence of numbers of students with more severe disabilities who have not completed secondary school within the usual time frame. This group may also include some older students with disabilities who are served in specialized vocational programs or other transition programs that may be located in separate classes or schools.

Figure 1.5 Percentage of Students with Disabilities, by Age Group, Served in Different Educational Environments: School Year 1991-92



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Placement Patterns by Disability

As shown in table 1.5, students' educational placements vary considerably, and the variations are related to the nature of the students' disabilities. As a rule, students with disabilities who tend to require more specialized educational programming, such as those with deaf-blindness and multiple disabilities, are served in more restrictive placements such as separate classes, separate schools, and residential facilities. On the other hand, students with mild learning disabilities or with speech or language impairments are more often served in regular class and resource room placements.

Data for school year 1991-92 indicate that students with speech and language impairments were served almost exclusively in regular classrooms (85.5 percent) and resource room placements (9.1 percent). Students with specific learning disabilities were also served primarily in more integrated settings, with 24.7 percent in regular classes and 54.2 percent in resource rooms.

Table 1.5 Percentage of Students Age 6 through 21 Served in Different Educational Environments, By Disability: School Year 1991-92

	Educational Environment[a]					
Disability	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Homebound/ Hospital
Specific learning disabilities	24.7	54.2	20.0	0.9	0.1	0.1
Speech or language impairments	85.5	9.1	3.9	1.4	0.1	0.1
Mental retardation	5.1	25.4	59.2	8.8	1.2	0.3
Serious emotional disturbance	15.8	27.8	36.9	13.9	4.0	1.5
Multiple disabilities	6.2	18.1	47.1	22.6	3.8	2.2
Hearing impairments	27.0	20.5	31.2	9.6	11.5	0.1
Orthopedic impairments	32.4	21.0	34.3	7.3	0.9	4.1
Other health impairments	35.3	27.6	21.4	3.3	0.5	11.8
Visual impairments	39.6	21.2	19.6	8.5	10.6	0.4
Autism	4.7	6.9	48.5	35.9	3.1	0.9
Deaf-blindness	5.8	6.2	36.3	21.2	28.6	1.8
Traumatic brain injury	7.8	9.0	23.7	53.4	3.7	2.4
All disabilities	34.9	36.3	23.5	3.9	0.9	0.5

[a] Data for students placed in public and private separate schools and in public and private residential facilities have been combined for presentation in this table.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Students with mental retardation, as a group, were less integrated into regular classroom settings. They were typically served in resource room (25.4 percent) and separate classroom (59.2 percent) placements. Likewise, students with other health impairments, orthopedic impairments, and serious emotional disturbance (SED) were generally served in regular school buildings, but they were distributed fairly evenly across regular class, resource room, and separate classroom placements.

Students with hearing impairments or visual impairments were served across the continuum of educational placements. Specifically, 27.0 percent of students with hearing impairments and 39.6 percent of students with visual impairments were served in regular classes. At the other end of the continuum, 21.2 percent of students with hearing impairments and 19.5 percent of students with visual impairments were served in separate schools, residential facilities, or homebound/hospital placements. This broad distribution may reflect the wide-ranging severity of sensory impairments, differing approaches to meeting the needs of students with these impairments, or the historic reliance on residential facilities to serve these populations.

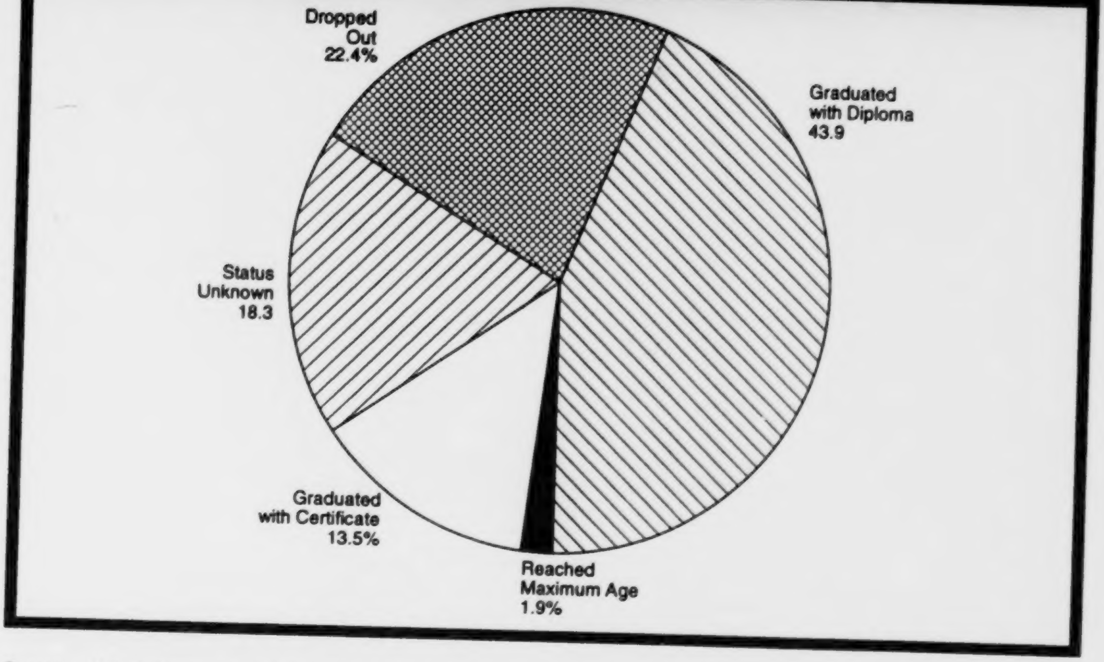
Students in the most restrictive placements included those with deaf-blindness, multiple impairments, autism, and traumatic brain injury. Separate classroom placements were most common for students with mental retardation, multiple disabilities, autism and SED (59.2 percent, 47.1 percent, 48.5 percent, and 36.9 percent, respectively). Separate schools also served a large percentage of students with the following disabilities: 21.2 percent of students with deaf-blindness, 22.6 percent of students with multiple disabilities, 35.9 percent of students with autism, and 53.4 percent of students with traumatic brain injury. Furthermore, 28.6 percent of students with deaf-blindness were served in residential facilities.

In the past, one often assumed a correlation between the intensity of the special education services provided and the restrictiveness of the educational placement. That is, students in separate classes generally received a greater number of hours of special education per week and had a smaller pupil-teacher ratio than did students in regular class or resource room placements. However, efforts to serve students in regular classroom settings have increased, and this assumption may no longer be valid. Many local school districts are providing intensive special education services within regular classroom or resource room settings. As a result, OSEP recently convened a task force to consider the nature of educational placements data collection. Changes to the data collection will continue to be examined by the task force.

STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM

Each year since 1984-85, OSEP has collected data from States on the number of students with disabilities age 14 and older exiting the educational system. These data are categorized by disability, age, and basis of exit. During the 1991-92 school year, 229,368 students with disabilities exited the educational system. As shown in figure 1.6, 43.9 percent received a standard high school diploma and 13.5 percent received a certificate of completion or other form of modified diploma. A small percentage of students,

Figure 1.6. Basis of Exit for Students with Disabilities Age 14 and Older: School Year 1991-92



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

1.9 percent, reached the maximum age for services (21) and consequently exited the educational system without completing graduation requirements. Some 22.4 percent of students with disabilities exiting the educational system did so by dropping out of school, and an additional 18.3 percent exited with status unknown -- that is, their reason for exiting is unknown.

Over the past five years, the dropout percentage for students with disabilities has decreased steadily from 27.4 percent to 22.4 percent, and the graduation percentage has shown a general upward trend. However, the graduation percentage decreased slightly (from 45.7 to 43.9 percent) from 1990-91 to 1991-92. During the same time period, the dropout percentage decreased slightly (from 23.3 percent to 22.4 percent), and the status unknown category grew considerably (from 15.8 percent to 18.3 percent).

Until the status unknown category data is clarified, questions will remain about the exact percentage of students with disabilities graduating or dropping out each year. As in previous years, most of those who exited school with status unknown came from a limited number of States. California reported 12,283 of its students exiting with status unknown. This figure accounted for 29 percent of the nation's total. Michigan reported

10,424 students exiting with status unknown, which accounted for an additional 25 percent of the status unknown exiters nationally.

Whereas at one time OSEP assumed that students in the status unknown exit category were dropouts, more recent research has indicated that this is not always so. Rather, students who returned to regular education programs, died, or moved without requesting transcripts -- as well as dropouts -- were often reported in this category (Decision Resources Corporation, 1989).

Beginning with the collection of 1992-93 data, OSEP used new categories to classify students exiting educational programs. The new exit categories were developed in order to make OSEP data more comparable with data collected by the National Center on Educational Statistics (NCES) on the dropout rate in the general student population, and also to more closely reflect data currently collected by SEAs. To improve the accuracy of the data, counts of students who exit special education will be collected, and the status unknown exit category will be eliminated. The new data format is optional in 1992-93 and required in 1993-94. The new exit categories, compared with the old categories, are shown in table 1.6.

Table 1.6 Exit Category Changes

New Exit Categories	Old Exit Categories
• returned to regular education • graduated with a regular high school diploma • graduated with a certificate of attendance or modified diploma • reached maximum age • died • moved, known to be continuing • moved, not known to be continuing • dropped out	• graduated with a diploma • graduated with a certificate • reached the maximum age for services • dropped out • exited with status unknown

The revised exiting data will also be analyzed differently. Percentages of students in each category are calculated using the December 1 child count as the denominator. In addition to reporting the *percentage of exiters* by category, OSEP will also report *the percentage of all students with disabilities 14 and older* exiting in each category in a given year.

This new data format and additional computation will make it easier to compare dropout statistics between general education and special education. For example, the new computation would show that approximately 3.6 percent of students with disabilities age 14 and older dropped out of school in 1991-92. Only the very general statistic that 22.4 percent of all students who exited school in 1991-92 did so by dropping out is available using the traditional OSEP calculation.

For school year 1991-92, the percentage of students exiting through each basis varied considerably from one disability group to another. Still, in many categories, most students received a diploma. As shown in table 1.7, 50 percent or more of students with specific learning disabilities, hearing impairments, orthopedic impairments, visual impairments, deaf-blindness, and traumatic brain injury leaving the educational system graduated with a standard high school diploma. In fact, graduation with a diploma was the most common basis of exit for all disability groups but one. Among students with SED, 35.0 percent exited by dropping out of school, while 28.1 percent graduated with diplomas.

Services Anticipated to Be Needed by Exiting Students with Disabilities: Results of the PASS Pilot Test

Project PASS (Performance Assessment for Self-Sufficiency) is designed to respond to the needs of local, State, and Federal agencies for information about the post-school services required by students with disabilities as they make the transition from secondary school to adult service delivery systems. The PASS system has two main components. The first is the PASS instrument, which obtains teachers' assessments of the functional performance of exiting students with disabilities in four areas -- daily living, personal and social development, employment, and educational performance. The second is the PASS expert system, which converts PASS data into individual and aggregate projections of anticipated service needs of exiting students.

More than 100 districts in 10 States participated in a field test of the administrative procedures for collecting PASS data from schools. The test results will guide PASS instrument and expert system refinement. Preliminary results from the pilot test are promising:

- Participating States and districts were able to coordinate and collect the required data in a timely manner, and the burden to State and local staff was generally reasonable.

- Participants were supportive of the PASS system. They saw its integration within their existing or planned data systems as feasible and desirable.

- State and local coordinators and teachers recognized, and were enthusiastic about, the usefulness of the PASS system for:

    - providing data about anticipated services at the Federal and State levels;

Table 1.7 Basis of Exit for Students with Different Disabilities, Number and Percentage: School Year 1991-92

Disability	Diploma		Certificate		Maximum Age		Drop Out		Status Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	65,851	49.7	14,318	10.8	662	0.5	28,257	21.3	23,409	17.7	132,497	100
Speech or language impairments	3,562	43.9	596	7.3	87	1.1	1,633	20.1	2,230	27.5	8,108	100
Mental retardation	14,088	36.1	10,797	27.7	2,359	6.0	7,650	19.6	4,099	10.5	38,993	100
Serious emotional disturbance	9,557	28.1	2,217	6.5	338	1.0	11,894	35.0	9,995	29.4	34,001	100
Multiple disabilities	1,560	38.7	977	24.3	529	13.1	546	13.6	416	10.3	4,028	100
Hearing impairments	1,900	55.8	587	17.3	69	2.0	444	13.0	403	11.8	3,403	100
Orthopedic impairments	1,379	50.2	439	16.0	123	4.5	252	9.2	556	20.2	2,749	100
Other health impairments	1,771	48.6	614	16.9	67	1.8	606	16.6	584	16.0	3,642	100
Visual impairments	879	60.7	172	11.9	55	3.8	166	11.5	177	12.2	1,449	100
Autism	82	28.2	75	25.8	29	10.0	27	9.3	78	26.8	291	100
Deaf-blindness	72	50.3	42	29.4	15	10.5	6	4.2	8	5.6	143	100
Traumatic brain injury	41	64.1	5	7.8	4	6.3	8	12.5	6	9.4	64	100
All disabilities	100,742	43.9	30,839	13.5	4,337	1.9	51,489	22.4	41,961	18.3	229,368	100

Note: Percentages may not total 100 percent because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

- developing IEPs and tracking student progress throughout the high school years;
- improving transition planning and interagency coordination;
- assessing outcomes and identifying program and curriculum needs;
- providing training for teachers, counselors, and transition planners to help recognize the relationships between student performance and service needs;
- providing data that can be used to demonstrate the needs of students with disabilities; and
- raising consciousness regarding the educational and transition needs and progress of students with disabilities.

If the PASS approach results in valid projections of adult service needs, it will probably be the method all States will use to meet the statutory requirements for reporting these data.

PERSONNEL EMPLOYED AND NEEDED TO SERVE STUDENTS WITH DISABILITIES

In order to ensure that all students with disabilities have access to a free appropriate public education, there must be an adequate supply of special education personnel, including teachers, diagnostic staff, related services personnel, and other instructional and non-instructional staff. Each year, States report to OSEP the number of teachers and other staff employed to provide special education and related services to students with disabilities. They also report the number of additional staff needed in cases where shortages exist or positions are filled by staff members who are not fully certified or trained. Data are not collected about the numbers of regular education teachers who work with students with disabilities.

This section presents data on the number of teachers and other staff employed and the number needed to serve students with disabilities. The data on teachers employed and needed are reported in full-time equivalents (FTE) and, for school-age children, are grouped according to the disability of the students served.[5] Staff other than teachers are reported by type of position and are also reported in FTEs.

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[5] Teachers employed and needed to serve students in cross-categorical programs are not reported by the disability of the students served. Instead, figures are based on full-time equivalent of all students served.

Personnel Employed to Serve Students with Disabilities

During the 1991-92 school year, 308,904 FTE special education teachers (see table 1.8) and 311,490 FTE staff other than teachers (see table 1.9) were employed to serve students with disabilities age 6 through 21. These figures do not include regular classroom teachers and other staff who provide services to students with and without disabilities as part of the general education program.

Almost one-third of all the teachers employed to serve students with disabilities age 6 through 21 (97,805 FTE teachers) taught students with specific learning disabilities. This proportion is not surprising, given that more than half of all students age 6 through 21 with disabilities are identified as having specific learning disabilities. A large number of special education teachers (69,919 FTE) also worked with students in cross-categorical classes, where students with a variety of disabilities are served. Teacher aides, or paraprofessionals, made up the majority of staff other than teachers employed to serve students with disabilities (170,397 FTE), as noted in table 1.8.

From 1990-91 to 1991-92, the number of teachers employed to serve students with disabilities age 6 through 21 increased by 3.8 percent. This change compares to the 3.0 percent increase in the number of students with disabilities age 6 through 21 served under Part B and Chapter 1 (SOP). For students age 3 through 5, the number of special education teachers employed increased from 15,192 in 1990-91 to 17,579 in 1991-92, or 15.7 percent.

Personnel Needed to Serve Students with Disabilities

Despite annual increases in the number of teachers and other staff employed to serve school-age children, States reported in 1991-92 that they needed 27,282 additional FTE teachers to fill funded vacancies and replace teachers who were not adequately trained. This figure marks a 1.3 percent increase in the number of teachers needed in 1990-91. Table 1.10 shows that teachers of students with specific learning disabilities are in shortest supply and are 29.3 percent of all special education teachers needed. Teachers of students with speech or language impairments or with SED, as well as teachers in cross-categorical programs, are also in especially short supply. For 3- through 5-year-old students with disabilities, 2,288 preschool teachers were needed during the 1991-92 school year, 11.2 percent fewer than in 1990-91.

In the category of staff other than teachers, States reported needing an additional 5,448 FTE teacher aides, by far the greatest need for personnel. As in previous years, States also reported needing sizeable numbers of psychologists and other non-instructional staff such as nurses and psychiatrists, occupational therapists, and physical therapists.

Table 1.8 Special Education Teachers Employed and Students Age 6 through 21 Served under Part B and Chapter 1 (SOP), School Year 1991-92

Disability	Teachers	Students
Specific learning disabilities	97,805	2,369,385
Speech or language impairments	43,610	1,000,154
Mental retardation	43,142	533,715
Serious emotional disturbance	29,496	402,668
Multiple disabilities	7,767	103,215
Hearing impairments	7,025	60,896
Orthopedic impairments	3,612	52,921
Other health impairments	2,159	66,054
Visual impairments	3,025	23,811
Autism	1,126	15,527
Deaf-blindness	150	1,425
Traumatic brain injury	68	3,903
Cross-categorical[a/]	69,919	[a/]
Total	308,904	4,633,674

[a/] Teachers in cross-categorical programs teach classes with students having varying disabilities. No data are available on the number of students served in cross-categorical programs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table 1.9: Special Education Personnel Other Than Special Education Teachers Employed and Needed to Serve Students with Disabilities Age 3 through 21: School Year 1991-92

Type of Personnel	Personnel Employed	Personnel Needed
School social workers	9,326	745
Occupational therapists	4,973	785
Recreational therapists	410	66
Physical therapists	3,359	664
Teacher aides	170,397	5,448
Physical education teachers	5,255	398
Supervisors/administrators (LEA)	15,649	595
Other non-instructional staff	22,768	1,100
Psychologists	19,527	1,154
Diagnostic staff	8,595	590
Audiologists	1,015	97
Work study coordinators	1,545	334
Vocational education teachers	4,389	436
Counselors	8,585	564
Supervisors/administrators (SEA)	1,116	60
Non-professional staff	34,579	629
Total	311,488	13,665

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Note: The total FTE may not equal the sum of the individual disability categories because of rounding.

Table 1.10 Special Education Teachers Needed to Serve Students with Disabilities Age 6 through 21: School Year 1991-92

Disability	Number of Teachers Needed	Percentage of All Teachers Needed
Specific learning disabilities	8,003	29.3
Speech or language impairments	3,907	14.3
Mental retardation	3,079	11.3
Serious emotional disturbance	4,724	17.3
Multiple disabilities	700	2.6
Hearing impairments	727	2.7
Orthopedic impairments	313	1.1
Other health impairments	260	1.0
Visual impairments	336	1.2
Autism	326	1.2
Deaf-blindness	41	0.1
Traumatic brain injury	35	0.1
Cross-categorical	4,833	17.7
Total	27,282	100.0

Note: Percentages may not total 100 percent because of rounding.

The total FTE may not equal the sum of the individual disability categories because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

OSEP Activities on Personnel Data

As noted in last year's annual report to Congress, the 1990 Amendments to IDEA (P.L. 101-476) substantially changed the requirements for collecting data regarding special education and related services personnel. Although IDEA has required personnel data collection since its inception, the amendments required for the first time that OSEP provide information on personnel supply and that it collect data enabling it to make a five-year projection of personnel demand. Soon after enactment of P.L. 101-476, OSEP engaged in a number of activities related to the new data requirements, including the following:

- a study to determine the feasibility of using existing databases;
- a survey to ascertain the current status of personnel data collection systems in the States;
- a series of task force meetings to help design a data collection format;
- selection of a model for projecting personnel demand; and
- a pilot test of the data collection format.

In each of these activities, the office has included a wide variety of stakeholders. For example, the third and most recent task force meeting, held in September 1993, included State special education directors, State special education data managers, State Coordinators of Comprehensive Systems of Personnel Development (CSPD), advocacy representatives, including the National Association of State Directors of Special Education (NASDSE), the Council for Exceptional Children (CEC) and the American Speech Hearing Association (ASHA), a representative from the National Clearinghouse for Professions in Special Education, teacher trainers from institutions of higher education, representatives of various OSEP divisions, and researchers in the field of personnel supply and demand.

The results of these activities indicate that State data systems are not adequate to accurately project estimates of personnel demand, nor are systems in place to obtain information on personnel supply on a State-by-State basis. A recent pilot test of the data collection format revealed that collecting the required data was quite burdensome to States and school districts and that many States could not provide all of the requisite data. Data that are particularly problematic for the States to report are those related to staff retention and attrition and to the number of unfilled, funded positions at the local level. OSEP plans to continue working with constituent groups to identify important issues and develop strategies for obtaining accurate data on personnel supply and demand in special education.

SUMMARY AND IMPLICATIONS

The size of the school-age special education population continued to grow in 1992-93. A total of 4,633,674 students age 6 through 21 received services under Part B and Chapter 1 (SOP). Most of this growth can be attributed to continued increases in the number and percentage of students identified with specific learning disabilities. As a percentage of all students with disabilities, those with autism, traumatic brain injury, and other health impairments also increased. However, those disability categories still accounted for a very small percentage of the overall number of students with disabilities. OSEP is currently funding a small study to examine reasons for the growth in the number and percentage of students identified with specific learning disabilities. Many State and local agencies are also taking steps to control growth in the special education population, primarily through revisions in State funding formulas. For example, changes to the funding formula in Vermont have curbed the growth of the special education population. Eight States currently have a cap on the number of special education students funded as a factor in their special education funding formula (O'Reilly, 1993). However, the States are required to serve all eligible students.

The data on educational placements for students with disabilities indicate that younger school-age students (those age 6 through 11) are more likely than their older peers to be placed in more integrated settings. Placement patterns also vary by disability. Students with speech and language impairments and with specific learning disabilities were more likely than students with other disabilities to be educated in regular class and resource room placements. Of all students with disabilities, those with deaf-blindness, multiple impairments, autism, and traumatic brain injury are most likely to be served in more restrictive settings, such as separate classes or schools.

OSEP has awarded change grants to State systems since 1987 to help them educate students with disabilities, particularly those with moderate and severe disabilities, in general education settings. On a statewide and national basis, the data tend to show only modest changes. Selected States are analyzing the effect of financial incentives and disincentives in State funding formulas on inclusion. Several States have recently revised their formulas to encourage less restrictive placements, and others are in the process of making similar changes.

The exit data show that graduation with a diploma is the most common basis of exit for students with disabilities as 43.9 percent of all students leaving the system exited with a standard high school diploma. Another 13.5 percent received a certificate or modified diploma. The dropout percentage has continued to decline gradually for students with disabilities, from 27 percent five years ago to 22 percent in 1991-92. The graduation rate showed a parallel increase until 1991-92, when it declined slightly.

The decreasing percentage of students with disabilities dropping out of school is an encouraging trend. Beginning next year, OSEP will have more detailed information from States on the exit status of students 14 and older with disabilities, including data on the number and percentage of students returning to regular education programs.

In school year 1991-92, the data on personnel employed and needed to serve students with disabilities followed patterns similar to those shown in recent years. States employed 308,904 FTE teachers and 311,488 FTE staff other than teachers to meet the needs of students with disabilities. The number of teachers employed increased by 3.8 percent from 1990-91 to 1991-92. States also reported needing an additional 27,282 FTE teachers. Additional teacher aides, psychologists, other non-instructional staff, and occupational and physical therapists were also needed.

OSEP continues to fund numerous projects designed to increase the quantity and improve the quality of special education personnel. One new project housed at the National Association of State Directors of Special Education (NASDSE) is the Network System for Training Education Personnel (NSTEP). The purposes of the five-year project are described below:

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- To develop, provide, and evaluate technical assistance and information services that will support State educational agencies, and their participatory planning groups, in achieving data-based, coordinated, comprehensive, and effective approaches to increasing the supply of qualified special educators, general educators, and related services personnel for the education of students with disabilities.

- To conduct activities that are relevant to specific States and groups of States, with the premise that implementation must be relevant to the diverging contexts, conditions, characteristics, demographics, and needs of each State, and also to the directions of special education and school restructuring that are particular to each State.

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CHAPTER 2

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

IDEA mandates several programs that are to result in coordinated service delivery systems for very young children with disabilities. Programs for children from birth through age 5 include the Program for Infants and Toddlers with Disabilities (Part H), and the Preschool Grant Program (Section 619 of Part B). A variety of discretionary grant programs, including the Early Education Program for Children with Disabilities (Section 623 or Part C) also finance activities such as personnel preparation and research endeavors.

The Program for Infants and Toddlers was created as Part H of IDEA by P.L. 99-457, the Education of the Handicapped Act Amendments of 1986. Part H requires the States to address the needs of infants and toddlers (children from birth through age 2) with disabilities and their families through a statewide comprehensive, multidisciplinary, interagency, coordinated program of early intervention services. The States were given five years to develop and implement a system. FY 1991 was the anticipated first year of full implementation. Although several States and Outlying Areas were able to begin full implementation in FY 1991, most States and Outlying Areas requested extended time to reach full implementation under an eligibility provision enacted in 1991. In 1991, Part H was reauthorized as part of P.L. 102-119 for fiscal years 1992 through 1994.

The Preschool Grant Program requires States to provide a free appropriate public education (FAPE) to all eligible 3- through 5-year-olds with disabilities. Federal requirements governing the Part B program also apply to the Preschool Grant Program.

This chapter describes some of the important developments during FY 1992 related to the Part H Program, the Preschool Grant Program, and other activities supported through IDEA that have the goal of enhancing services to young children with disabilities and their families. The chapter describes issues States must contend with as they implement statewide systems of comprehensive early intervention and preschool services. Activities supported through the Early Education Program for Children with Disabilities and other discretionary programs are also described.

IMPLEMENTATION OF THE PART H PROGRAM

The original phase-in schedule for Part H, as outlined in P.L. 99-457, required that States provide early intervention services through a comprehensive, coordinated, multidisciplinary, interagency statewide system by the beginning of 1991. States were also required to provide assurances in two areas by 1990: first, that policies addressing required components of the early intervention system were in place; second, that multidisciplinary evaluations and assessments, individualized family service plans, and service coordination were available to all eligible infants, toddlers, and their families.

As the deadline for applying for fourth-year funds (i.e., Fiscal Year 1990) approached, it became clear that a number of States were not ready to meet the fourth-year requirements. The only option open to these States was to drop out of the program. Rather than lose States from the program, Congress amended the Part H requirements. These amendments became law on June 6, 1991, and were applicable for Fiscal Years 1990, 1991, and 1992 only.

To encourage States to develop an early intervention system, Congress adopted a system of differential funding. Those States that were able to implement the original implementation schedule set for Part H in P.L. 99-457 received larger grants than States that had not completed either fourth- or fifth-year requirements. States experiencing significant hardships in meeting the requirements of the fourth or fifth year of participation were eligible to receive up to two extended participation grants. An extended participation grant is equal to the State's grant award from the previous year. As an example, an extended participation grant for FY 1990 was an amount equal to the State's FY 1989 payment. Ten States and one Outlying Area requested extended participation for FY 1990. These entities provided assurances that they met the requirements for third-year participation in the Part H program and submitted a request from the Governor specifying the hardships experienced by the State in meeting the fourth- or fifth-year Part H requirements, including a plan for meeting these requirements.

Participation Status

There was a significant increase in the number of States moving into fifth year full implementation with FY 1992 funds (for use in FY 1993). As of July 1, 1992, 18 States and jurisdictions were in full implementation status. By September 30, 1993 (the close of the FY 1992 award period) a total of 41 States and jurisdictions had been awarded grants for full implementation of Part H. The States designated as having EP(2) status received awards for a second year of extended participation. No further extensions are authorized. One State did not apply for a Part H grant during the year in which FY 1992 funds were awarded. The complete Part H implementation status list as of the close of the award of FY 1992 funds is contained in table 2.1.

The list of State lead agencies is in table 2.2. All lead agencies in 1992 were the same as in 1991, except that in New Jersey and Florida the lead agency changed from education to health. Nineteen States, including two with joint lead agencies, have assigned their education agency to be the Part H lead agency. Twenty-two have assigned their health agency, and the remainder have assigned another agency. Texas and Maine are the only States that have designated the State Interagency Coordinating Council lead to be the lead agency.

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Table 2.1 Status of States and Jurisdictions under Part H, FY 1992 Funds[a]

States/Jurisdictions Assuring Full Implementation of Part H			States/Jurisdictions in Second Year of Extended Participation FY 1992 Funds[b]
Alaska	Kansas	Oklahoma	Alabama
Arizona	Louisiana	Oregon	District of Columbia
Arkansas	Maryland	Pennsylvania	Georgia
California	Massachusetts	Rhode Island	Indiana
Colorado	Michigan	South Dakota	Kentucky
Connecticut	Montana	Tennessee	Maine
Delaware	Nevada	Texas	Minnesota
Florida	New Hampshire	Utah	Missouri
Hawaii	New Jersey	Vermont	Nebraska
Idaho	New Mexico	Virginia	Puerto Rico
Illinois	New York	Wisconsin	South Carolina
Iowa	North Carolina	West Virginia	Washington
	North Dakota	Wyoming	
	Ohio	American Samoa	
		Guam	

[a] FY 1992 funds are for use during FY 1993.

[b] Mississippi did not apply for FY 1992 funds.

Source: Office of Special Education Programs.

Table 2.2 Lead Agencies for the Administration of Part H Grants, FY 1992

State	Lead Agency
Alabama	Education/Rehabilitation Services
Alaska	Health and Social Services
Arizona	Economic Security
Arkansas	Human Services/Developmental Disabilities (DD)
California	Developmental Services
Colorado	Education
Connecticut	Education
Delaware	Health and Social Services
District of Columbia	Human Services
Florida	Health and Rehabilitative Services
Georgia	Human Resources/Mental Health
Hawaii	Health
Idaho	Health and Welfare/DD
Illinois	Education
Indiana	Family and Social Services
Iowa	Education
Kansas	Health and Environment
Kentucky	Human Resources
Louisiana	Education
Maine	Interdepartmental Council
Maryland	Governor's Office of Children and Youth
Massachusetts	Public Health
Michigan	Education
Minnesota	Education
Mississippi	Health
Missouri	Education
Montana	Social and Rehabilitation Services/DD
Nebraska	Education and Social Services (co-lead)
Nevada	Human Resources
New Hampshire	Health and Human Services
New Jersey	Health
New Mexico	Health/DD
New York	Health
North Carolina	Human Resources
North Dakota	Human Services
Ohio	Health
Oklahoma	Education
Oregon	Education
Pennsylvania	Public Welfare

--Continued

Table 2.2 (cont'd)

State	Lead Agency
Puerto Rico	Health
Rhode Island	Health
South Carolina	Health and Environmental Control
South Dakota	Education
Tennessee	Education
Texas	Interagency Council
Utah	Health
Vermont	Education and Human Services (Co-Lead)
Virginia	Mental Health/Mental Retardation/Substance Abuse Services
Washington	Social and Health Services
West Virginia	Health and Human Services
Wisconsin	Health and Social Services
Wyoming	Health
American Samoa	Health
Guam	Education

Source: Office of Special Education Programs.

Congress appropriated $175 million in Part H funds for the States in FY 1992 and $213.3 million in FY 1993. Funding for Part H increased 82 percent in FY 1993 over FY 1991, when it was $117.1 million. The system of differential funding based on a State's implementation status continued through the completion of the award of FY 1992 funds. At the end of the fiscal year, States that entered or continued in full implementation status received a reallotment of funds that represented an increase over their original grant award. The reallotment amounted to nearly $18 million that would have been available to extended participation States and Mississippi, had they been in full implementation. Each extended participation State received an allotment equal to what the State had received in FY 1990 but no less than $500,000. Reallotments ranged from $109,684, awarded to each of the 12 minimum allocation States, to $2,783,391, awarded to California. Table 2.3 contains a list of State base awards, reallotments, and participation status.

Changes to the Part H Program

The final regulations amending the implementing regulations for Part H were published in the Federal Register on July 30, 1993. The regulations incorporated the major provisions of the 1991 statutory amendments and responded to parents, advocates, and providers concerns by updating and clarifying the rules for the Part H program. Public comment on the proposed regulations was solicited through the Federal Register on May 1, 1992, and a total of 173 comments were received. Most comments addressed the following areas:

Table 2.3 Part H Allocations, FY 1992

State	Base Award	Reallotment	Status
Alabama	$ 1,163,960	–	EP(2)
Alaska	855,556	$ 109,684	Full
Arizona	2,617,743	335,600	Full
Arkansas	1,461,652	187,386	Full
California	21,710,996	2,783,391	Full
Colorado	2,226,280	285,413	Full
Connecticut	2,065,015	264,739	Full
Delaware	855,556	109,684	Full
District of Columbia	500,000	–	EP(2)
Florida	7,611,429	975,800	Full
Georgia	2,031,998	–	EP(2)
Hawaii	855,556	109,684	Full
Idaho	855,556	109,684	Full
Illinois	7,626,080	977,678	Full
Indiana	1,551,947	–	EP(2)
Iowa	1,705,171	218,606	Full
Kansas	1,663,102	213,213	Full
Kentucky	979,831	–	EP(2)
Louisiana	2,938,957	376,780	Full
Maine	500,000	–	EP(2)
Maryland	3,231,212	414,248	Full
Massachusetts	3,730,987	478,319	Full
Michigan	6,302,266	807,963	Full
Minnesota	1,288,905	–	EP(2)
Mississippi	–	–	Did Not Apply
Missouri	1,453,306	–	EP(2)
Montana	855,556	109,684	Full
Nebraska	500,000	–	EP(2)
Nevada	855,556	109,684	Full
New Hampshire	855,556	109,684	Full
New Jersey	4,831,689	619,431	Full
New Mexico	1,102,824	141,384	Full
New York	11,325,359	1,451,933	Full
North Carolina	4,142,304	531,051	Full
North Dakota	4,142,304	109,684	Full
Ohio	855,556	896,050	Full
Oklahoma	6,989,364	255,391	Full
Oregon	1,783,733	228,678	Full
Pennsylvania	7,092,114	909,222	Full
Puerto Rico	1,361,241	–	EP(2)

–Continued

Table 2.3 (cont'd)

State	Base Award	Reallotment	Status
Rhode Island	$ 855,556	$ 109,684	Full
South Carolina	1,045,591	–	EP(2)
South Dakota	855,556	109,684	Full
Tennessee	2,979,366	381,960	Full
Texas	12,341,503	1,582,205	Full
Utah	1,516,578	194,428	Full
Vermont	855,556	109,684	Full
Virginia	3,995,496	512,230	Full
Washington	1,407,274	–	EP(2)
West Virginia	929,181	119,123	Full
Wisconsin	3,164,311	405,671	Full
Wyoming	855,556	109,684	Full
American Samoa	328,582	26,806	Full
Guam	722,787	92,663	Full
Northern Marianas	204,735	–	Consolidated
Palau	65,307	–	Consolidated
Virgin Islands	428,589	–	Consolidated

Source: U.S. Office of Special Education Programs.

Status definitions:

Full = States in full implementation.
EP(2) = States in the second year of extended participation.
Consolidated = These entities are funded through a set-aside.

- request for clarification on the parameters of "high probability" conditions versus "high risk" profiles;

- request for operational definitions of such terms as "traditionally underserved," "meaningfully involved," and "culturally competent services;"

- request for changes in the policies for transition to Part B services;

- concerns about selection of the "natural environment;" and

- request for clarification of the use of sliding fee scales.

Major changes from the proposed regulations include the following:

- defining "assistive technology services" to bring the language into conformity with the scope of the Part H program;

- clarifying the definition of "high probability diagnoses;"

- requiring that with the permission of the family, a transition meeting be held for children who are eligible for Part B with the family and the local educational agency (LEA) at least 90 days before the child's third birthday or if earlier, the date on which the child is eligible for the preschool program;

- allowing parents to withdraw consent for the provision of a particular early intervention service after initially agreeing to its provision;

- requiring that the Individualized Family Service Plan (IFSP) include, to the extent appropriate, strategies to secure funding sources for non-entitlement services that may be needed by the child or family;

- clarifying that a public agency may initiate procedures to challenge a parent's refusal to consent to the child's initial evaluation; and

- clarifying complaint procedures among public agencies and the lead agency.

The Federal Interagency Coordinating Council (FICC)

The FICC was created shortly after implementation of P.L. 99-457 as a forum that could mirror, at the Federal level, the multiagency mobilization function that Congress had mandated for the States. At that time, the FICC was not mandated by law. However, the 1991 Amendments required that the FICC be established and include a broad range of Federal agencies involved with policies, programs, and services to infants and toddlers with disabilities and their families and to preschool children with disabilities.

The new FICC's mission was outlined in the 1991 Amendments and is summarized below:

- to minimize duplication of programs and activities relating to early intervention services for infants and toddlers with disabilities and their families, and preschool services for children with disabilities, across Federal, State, and local agencies;

- to ensure the effective coordination of Federal early intervention and preschool programs and policies across Federal agencies;

- coordinate the provision of Federal technical assistance and support activities to States;
- to identify gaps in Federal agency programs and services; and
- to identify barriers to Federal interagency cooperation.

An Interagency Agreement among participating Federal agencies, signed on August 12, 1992, endorsed a system of early intervention services that are family-centered and community-based, occur in integrated and accessible environments, and feature interagency coordination. The agreement emphasizes support for interagency evaluation and assessment as well as the provision of technical assistance to enhance early evaluation and intervention. Current FICC membership is shown in table 2.4.

The new FICC met for the first time on August 4, 1993. Council members suggested substantive issues that the FICC should address, such as broadening the FICC's focus on families; analyzing the needs of families with children with disabilities; advocating development of comprehensive service systems rather than separate services and programs; and avoiding interagency conflict. The Council appointed three subcommittees: a family rights task force, a communication subcommittee, and an integration and continuity of services subcommittee.

The FICC meets quarterly for one and a half days. In that time, subcommittee meetings are held for two half days, and the full Council meets for half a day. Meeting dates are announced annually in the Federal Register. The meetings are open to the public.

Data from the States on the Part H Program

OSEP collects five categories of information about infants and toddlers receiving early intervention services: the number served, the number awaiting service, the services received, personnel employed and needed, and the setting in which services are provided. Because the States are at various stages of implementation, not all of them are yet able to report complete and accurate information.

Number of Infants and Toddlers Being Served

To determine the number of infants and toddlers receiving early intervention services, OSEP collected data from the States on infants and toddlers served under Chapter 1 (SOP) on December 1, 1992. States are also required to submit an unduplicated count of all other children receiving early intervention services.

As shown in table 2.5, States and Outlying Areas reported to OSEP that on December 1, 1992, they were serving 76,449 infants and toddlers with disabilities under Chapter 1 (SOP), an increase of 9,954 (or 15 percent) over the previous year. Most States reported an increase in the number of children served in FY 1993. Eight reported no change,

Table 2.4 Members of the Federal Interagency Coordinating Council

Composition

Chairperson: **Judith E. Heumann, Assistant Secretary for Office of Special Education and Rehabilitative Services**

Department of Education

Tom Hehir - Director, Office of Special Education Programs (OSEP)

Bobbi Stettner-Eaton - Program Specialist, Early Childhood Branch, OSEP, Federal Part H representative

Nancy Treusch - Program Specialist, Early Childhood Branch, OSEP, Federal Preschool Grants representative

William E. McLaughlin - Acting Director, representing the **National Institute on Disability and Rehabilitation Research**

Thomas A. Payzant - Assistant Secretary, Office of Elementary and Secondary Education

Sharon Robinson - Assistant Secretary, Office of Educational Research and Improvement

Department of Health and Human Services

The **Office of the Surgeon General**
Carol Roddy - Senior Advisor

The **National Institute of Child Health and Human Development**
Summer J. Yaffe - Director, Center for Research for Mothers and Children

The **Social Security Administration**
Howard Foard - Assistant Deputy Commissioner, Policy and External Affairs

Department of Health and Human Services (cont'd)

Substance Abuse and Mental Health Services Administration
Mary A. Jansen - Acting Deputy Associate Administrator, Policy and Program Coordination

Maternal and Child Health Services Block Grant
Merle McPherson - Director, Division of Services for Children with Special Needs

Pediatric AIDS Health Care Demonstration Program
Beth D. Roy - Chief, Hemophilia and AIDS Program

The **Administration for Children and Families**
Joseph Mottola - Deputy Commissioner, Administration for Children and Families (ACF)

The **Health Care Financing Administration**
Elmer Smith - Director, Medicaid Special Program Initiatives Staff

The **National Institute of Mental Health**
Darrel A. Regier - Director, Division of Epidemiological and Services Research

Centers for Disease Control
Godfrey P. Oakley - Director, Division of Birth Defects and Developmental Disabilities

The **Indian Health Service**
Richard Kotomari - Chief, Maternal and Child Health Staff

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Table 2.4 (cont'd)

Department of Health and Human Services (cont'd)

Office of the Assistant Secretary for Planning and Evaluation
Mary Harahan - Director, Office of the Assistant Secretary for Planning and Evaluation

Administration on Developmental Disabilities
Bob Williams - Commissioner, Administration on Developmental Disabilities

Center for Mental Health Services
Gary DeCarolis - Chief, Child, Adolescent, Family Branch

The Department of Defense

Personnel Support, Families, and Education
Gail McGinn - Acting Deputy Assistant Secretary

The Department of the Interior

Bureau of Indian Affairs (BIA)
Ada Deer - Assistant Secretary of the Interior for Indian Affairs

The Department of Agriculture

Office of Food and Nutrition Services
Patricia Daniels - Chief, Nutrition Services, Special Supplemental Food Program for Women, Infants, and Children (WIC)

Parent Representatives

Mark Hull
Norwich, Vermont

Shirley Kramer
Burnsville, Minnesota

Emory Morsberger
Lilburn, Georgia

Parent Representatives (cont'd)

Deborah Sosa
Tacoma, Washington

Tammy Tiner
College Station, Texas

Part H Coordinators

Audrey Witzman
Illinois State Board of Education

Frank Zollo
New York State Department of Health

619 Coordinator

Deborah Ziegler
Delaware Early Childhood Center

CICC Chairperson

Wesley Brown
East Tennessee State University

Executive Director

Connie Garner
Office of Special Education and Rehabilitative Services

Additional Members

Duane Martin French
Access Alaska

William Galston
Domestic Policy Council
Executive Office of the President

Carol Berman
National Center for Clinical Infant Programs, Zero to Three

Source: Office of Special Education Programs.

Table 2.5 Number and Percentage of Infants and Toddlers (Birth through Age 2) Receiving Early-Intervention Services under Chapter 1 (SOP) Programs and Other Programs: December 1, 1992

State	Chapter 1 (SOP)[b]	Other Programs	Birth through Age 2 Total	Percent of Population
Alabama	666	322	988	0.54
Alaska	558	42	600	1.73
Arizona	818	1,030	1,848	0.94
Arkansas	699	738	1,437	1.39
California	878	10,943	11,821	0.68
Colorado	822	2,376	3,198	2.03
Connecticut	833	1,054	1,887	1.30
Delaware	10	932	942	2.95
District of Columbia	162	510	672	2.58
Florida	2,027	3,055	5,082	0.88
Georgia	204	2,266	2,470	0.76
Hawaii	680	2,546	3,226	5.64
Idaho	638	0[a]	638	1.29
Illinois	4,578	1,839	6,417	1.16
Indiana	2,679	515	3,194	1.30
Iowa	914	0[a]	914	0.79
Kansas	707	140	847	0.76
Kentucky	949	0[a]	949	0.61
Louisiana	1,868	238	2,106	1.02
Maine	0	756	756	1.54
Maryland	3,107	0[a]	3,107	1.33
Massachusetts	6,484	6,358	12,842	4.84
Michigan	2,911	220	3,131	0.71
Minnesota	2,353		2,353	1.18
Mississippi	90	351	441	0.36
Missouri	1,404	1,404	2,808	1.24
Montana	330	0[a]	330	0.97
Nebraska	667	0[a]	667	0.94
Nevada	645	0[a]	645	1.00
New Hampshire	644	669	1,313	2.70
New Jersey	2,535	0[a]	2,535	0.72
New Mexico	47	1,035	1,082	1.34
New York	3,730	0[a]	3,730	0.44
North Carolina	761	6,292	7,053	2.36

--Continued

Table 2.5 (cont'd)

State	Chapter 1 (SOP)	Other Programs	Birth through Age 2 Total	Percent of Population
North Dakota	233	0[a]	233	0.89
Ohio	0	11,394	11,394	2.38
Oklahoma	1,216	0[a]	1,216	0.87
Oregon	1,322	0[a]	1,322	1.05
Pennsylvania	5,883	0[a]	5,883	1.20
Puerto Rico	0	4,716	4,716	.
Rhode Island	494	482	976	2.25
South Carolina	973	390	1,363	0.82
South Dakota	239	21	260	0.80
Tennessee	1,956	1,345	3,301	1.53
Texas	7,782	430	8,212	0.90
Utah	1,341	50	1,391	1.31
Vermont	120	136	256	1.09
Virginia	2,742	1,451	4,193	1.47
Washington	2,014	316	2,330	0.99
West Virginia	1,084	124	1,208	1.84
Wisconsin	2,167	326	2,493	1.17
Wyoming	433	0	433	2.14
American Samoa	0	15	15	.
Guam	0	89	89	.
Northern Marianas	34	27	61	.
Palau	18	.	18	.
Virgin Islands	0	.	0	.
Bureau of Indian Affairs	0	.	0	
U.S. and Outlying Areas	76,449	66,943	143,392	1.20
50 States, D.C., and P.R.	76,397	62,096	138,493	1.18

[a] Data are reported under Chapter 1 (SOP).

[b] The number of infants and toddlers reported here reflects revisions to State data received by the Office of Special Education Programs between the July 1 grant award date and October 1.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Population estimates are from the U.S. Bureau of the Census.

and 6 reported decreases. Although there were exceptions, most of the changes in the number of children served under the Chapter 1 (SOP) count were not substantial. The only State reporting a notable decline in the number of children served was Tennessee (1,956 in 1992 versus 2,296 in 1991). Only six States reported a relatively significant increase: Illinois (4,578 in 1992 versus 3,560 in 1991); Massachusetts (6,484 in 1992, up from 5,549 in 1991); New York (3,730 in 1992 versus 2,298 in 1991); Oklahoma (1,216 in 1992, up from 659 in 1991); Oregon (1,322 in 1992 versus 821 in 1991); and Wisconsin (2,167 in 1992 versus 1,433 in 1991).

It is important to recognize that the increase in numbers of children served under Chapter 1 (SOP) does not necessarily mean an increase in the absolute number of infants and toddlers with disabilities served. Instead, the increase may reflect the States' increasing desire to use this funding source to serve these children. States may now also be able to provide more accurate counts of the actual number of children with disabilities as their early intervention systems evolve.

Table 2.5 contains data on the number of children served under Chapter 1 (SOP), other programs, from birth through age 2, and the percentage of population the birth through age 2 population represents. The data indicate that of the 54 jurisdictions reporting, 29 experienced an increase in children from birth through age 2 enrolled in programs other than Chapter 1 (SOP), 13 reported a decline, and 12 were unchanged. Two States, California and Florida, reported dramatic declines in numbers of children in programs other than Chapter 1 (SOP). California reported 24,177 children enrolled in such programs on December 1, 1991, and 10,943 in 1992 -- a decline of 13,234 children. Florida reported a change from 31,322 to 3,055 from 1991 to 1992, a decline of 28,267. The combined decline in these two States (41,501) offset the growth in the 29 jurisdictions that did experience increases. Thus, the national change between 1991 and 1992 in programs other than Chapter 1 (SOP) was a decline of 38,235 children.

As more States move into full compliance, greater uniformity in definitions of eligible children, in data collection methodology, and reporting will likely result. Analysis of child counts increasingly reflect a State's unduplicated Part H population. Changes in child counts from one year to the next will more accurately reflect the changes in Part H enrollment, rather than changes in enrollment in programs that may have far broader eligibility parameters than Part H. For example, the decline in the child count in programs other than Chapter 1 (SOP) in both California and Florida is due to the fact that both States included infants and toddlers enrolled in non-mandated at-risk programs in their 1991 counts but not in their 1992 counts, when both of these States fully implemented Part H.

Although States continue to report that data collection methodology is improving and that the December 1 child count is an increasingly accurate measure of children receiving services on that particular day, it is important to remember that the December 1 count is merely a snapshot in time. States serve more children in the course of a year than they do on any particular day. Therefore, it is crucial to recognize that the annual December 1 child count results are probably smaller than the total number of children and families who have received early intervention services during the year.

Services and Settings

Data on the location of services were provided by 43 jurisdictions, but are generally incomplete. General statements about national trends or changes in the location of services cannot be made. But the data that do exist are consistent with previous reports that the home remains the most frequent service site. Thirty-four percent of services are delivered in the home. The next most frequent service settings are the early intervention classroom (33 percent) and the outpatient center (29 percent). As a service setting, the home declined from 41 percent of all settings and the outpatient center increased from 13 percent from 1991 to 1992. However, the status of States' data collection for this component makes it unwise to suggest any changes or trends.

State reports on the types of services that children received under the Part H system are also incomplete (see table 2.6). Some States report that this information is an accurate description of services, but others cannot. Special instruction remains the most frequently reported service, followed by speech/language pathology, social work, occupational therapy, and physical therapy.

Part H Implementation Issues

States continue to experience uneven progress as they attempt to implement all Part H components. While some of the impediments to effective implementation are State-specific, there are common themes that continue to be reported to OSEP through the annual Part H application process and through surveys and informal discussions with families and State Part H personnel.

A report recently completed by the Carolina Policy Studies Program (CPSP) at the University of North Carolina provided important information about State efforts to implement Part H. OSEP provided support for CPSP's analysis of State Part H policy formulation and implementation issues.

CPSP reported several major barriers that slowed State progress in Part H implementation, including the volume of policy decisions, the challenging fiscal situation confronted by the States, and a lack of direct authority or power by the lead agency, which resulted in time-consuming negotiations and compromise to achieve consensus with other stakeholders.

Fragmentation, duplication, and overlap in services – initially identified soon after enactment of P.L. 99-457 as barriers to the development of a coordinated, interagency system – continue to be pronounced. A 50-State survey completed in 1992 by CPSP indicated that as many as 44 sources of funding were found in all the States. So many sources impedes development of efficient funding mechanisms. CPSP discovered that 25 laws and programs addressed, in some fashion, the same target population. Thus, policymakers face difficulty in establishing eligibility, predicting the range of needed services, estimating costs for such services, and identifying the appropriate children to provide intervention. These difficulties have contributed to the States' reluctance to

Table 2.6 Early Intervention Services Provided to Infants, Toddlers, and Their Families in Accord with Part H: December 1, 1991

State	Audiology	Family Training	Health Services	Medical Services	Nursing Services	Nutrition Services	Occupational Therapy	Physical Therapy
Alabama	189	489	3,268	3,240	454	33	362	816
Alaska	150	35	72	72	3	236	119	114
Arizona	88	124	3	1	203	9	188	207
Arkansas	33	81	38	56	13	16	35	55
California	962	610	750	92	1,322	348	2,402	89
Colorado	242	213	615	615	615	0	414	417
Connecticut	71	532	32	41	292	34	464	564
Delaware	27	261	30	457	239	211	127	162
District of Columbia	.	.	.	.	.	.	.	.
Florida	158	219	13	0	119	60	66	91
Georgia	350	458	255	575	468	200	493	607
Hawaii	197	1,683	525	122	239	382	477	405
Idaho	43	243	96	73	15	14	190	71
Illinois	447	2,155	349	300	656	191	849	896
Indiana	365	1,640	100	270	277	249	727	686
Iowa	0	2	0	0	4	5	17	30
Kansas	224	300	65	38	138	88	183	220
Kentucky	74	148	116	128	10	25	66	167
Louisiana	.	.	.	.	.	.	.	.
Maine	8	117	35	62	90	4	46	78
Maryland	301	281	100	131	393	47	825	1,077
Massachusetts	404	4,969	4,969	0	571	253	685	671
Michigan	.	.	.	.	.	.	.	.
Minnesota	.	.	.	.	.	.	.	.
Mississippi	85	250	47	121	72	59	52	171
Missouri	24	381	1	.	29	1	376	425
Montana	61	267	49	99	21	51	107	110
Nebraska	25	45	4	5	0	0	214	236
Nevada	392	458	399	399	.	35	35	149
New Hampshire	0	249	0	3	4	0	278	183
New Jersey	0	0	0	0	0	0	0	0
New Mexico	239	645	418	605	147	253	286	338
New York	24	35	11	18	18	8	25	24

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Table 2.6 (cont'd)

State	Audiology	Family Training	Health Services	Medical Services	Nursing Services	Nutrition Services	Occupational Therapy	Physical Therapy
North Carolina	0	99	0	0	0	0	13	42
North Dakota	45	150	10	43	41	111	126	53
Ohio	889	6,609	2,415	3,117	4,194	2,796	2,287	2,033
Oklahoma	118	170	0	5	11	7	84	161
Oregon	128	830	46	118	28	20	134	125
Pennsylvania	256	3,408	363	254	875	450	2,215	2,408
Puerto Rico	.	.	.	.	.	.	.	.
Rhode Island	10	478	5	15	93	2	36	128
South Carolina	33	157	411	253	39	186	95	140
South Dakota	3	29	3	3	6	7	118	124
Tennessee	1,680	2,135	1,568	1,662	1,740	1,745	1,773	2,053
Texas	1,569	3,642	285	683	1,473	1,539	2,822	2,524
Utah	110	677	152	48	465	105	244	222
Vermont	10	118	95	.	.	0	87	82
Virginia	292	660	399	476	169	215	629	721
Washington	0	2	0	1	0	0	10	7
West Virginia	178	534	195	328	104	238	269	494
Wisconsin	88	486	92	254	155	97	538	394
Wyoming	72	293	49	67	20	71	133	153
American Samoa	8	1	4	3	4	5	15	11
Guam	78	78	3	5	36	5	30	32
Northern Marianas	0	0	3	16	3	2	16	13
Palau	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.
Bureau of Indian Affairs	.	.	.	.	.	.	.	.
U.S. and Outlying Areas	10,750	37,446	18,458	14,874	15,868	10,413	21,782	20,979

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Table 2.6 (cont'd)

State	Psychological Services	Respite Care	Transportation	Social Work	Special Instruction	Speech/ Language Pathology	Other EI Services[a]/
Alabama	20	10	223	479	378	353	35
Alaska	15	3	2	6	648	201	20
Arizona	7	517	52	0	962	201	146
Arkansas	9	17	78	24	97	104	102
California	586	1,382	1,249	166	253	.	7,434
Colorado	0	0	0	961	227	196	1,675
Connecticut	34	59	170	250	559	677	179
Delaware	59	6	185	446	254	219	224
District of Columbia	.	.	.	.	.	.	.
Florida	142	0	65	121	211	39	1
Georgia	550	121	314	653	704	636	418
Hawaii	397	419	872	1,112	1,039	473	161
Idaho	138	97	53	226	211	234	118
Illinois	271	73	378	668	2,349	1,657	354
Indiana	414	215	601	1,168	1,980	1,058	82
Iowa	0	0	0	0	43	2	3
Kansas	215	33	112	224	441	415	42
Kentucky	63	21	57	20	355	172	99
Louisiana	.	.	.	.	.	.	.
Maine	4	173	23	37	255	114	263
Maryland	122	16	138	271	1,462	1,247	224
Massachusetts	393	0	1,296	885	1,413	742	0
Michigan	.	.	.	.	.	.	.
Minnesota	.	.	.	.	.	.	.
Mississippi	66	0	97	137	271	139	0
Missouri	2	73	40	7	273	401	65
Montana	31	64	32	40	149	112	267
Nebraska	19	0	37	107	304	312	31
Nevada	399	.	.	399	531	364	.
New Hampshire	0	2	20	62	439	395	245
New Jersey	0	0	0	0	0	0	0
New Mexico	48	163	151	243	404	370	274
New York	32	1	24	36	41	41	5

--Continued

Table 2.6 (cont'd)

State	Psychological Services	Respite Care	Transportation	Social Work	Special Instruction	Speech/ Language Pathology	Other EI Services[a/]
North Carolina	9	0	17	0	172	19	223
North Dakota	66	37	41	59	172	133	71
Ohio	508	762	1,525	4,194	6,736	4,575	3,559
Oklahoma	0	0	0	1	64	3	14
Oregon	96	0	94	490	830	694	.
Pennsylvania	1,144	62	1,108	3,360	4,802	3,149	446
Puerto Rico	.	.	.	.	.	.	.
Rhode Island	5	5	74	160	263	82	42
South Carolina	8	5	20	119	19	57	431
South Dakota	1	0	123	7	10	104	20
Tennessee	347	30	444	2,130	1,017	2,015	1,662
Texas	170	281	1,302	2,882	4,683	3,507	816
Utah	57	3	243	37	395	342	45
Vermont	.	79	.	.	106	81	.
Virginia	108	62	169	292	859	798	353
Washington	0	0	0	0	11	4	1
West Virginia	218	20	168	564	658	548	181
Wisconsin	55	.	181	234	614	564	297
Wyoming	22	38	98	113	329	244	34
American Samoa	0	2	14	2	0	9	5
Guam	0	0	24	65	78	28	0
Northern Marianas	0	.	12	.	21	16	11
Palau	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.
Bureau of Indian Affairs	.	.	.	.	.	.	.
U.S. and Outlying Areas	6,850	4,851	11,926	23,457	38,091	27,846	20,678

[a/] EI = Early Intervention.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

add the at-risk population to the group of eligible children, because the service and fiscal implications remain too uncertain.

According to the CPSP report, the chronic shortage of early intervention service personnel -- particularly in the disciplines of physical therapy, occupational therapy, and speech/language pathology -- was universally viewed as a serious problem. Clarification of the health services' role in the Part H system, defining a common vision for the service coordinator role, and greater emphasis on interdisciplinary training were also identified as significant issues.

CPSP was impressed by the States' progress toward Part H implementation, but remained concerned about the system's ability to deliver the variety of needed services in a manner consistent with the Part H vision. CPSP recommended that the role of medical assistance in financing services be strengthened by automatically making infants and toddlers in the Part H system eligible for medical assistance, regardless of family income.

A study by the National Early Childhood Technical Assistance System (NEC*TAS) (Perry, 1993) underscored how hard it is to calculate per child and aggregate costs of Part H services. Many factors complicate the task of projecting costs, such as State eligibility definitions, estimating Part H population size, overlap with existing State and local fiscal commitment to early intervention services, participation rates, location of services, and the range of services that may be needed by a child or family. The four States that had already completed cost studies and that were featured in the NEC*TAS study -- California, Florida, Maryland, and Virginia -- reported per child costs for children with developmental delays (not for children classified as at-risk) ranging from $4,312 (Virginia) to $6,090 (Maryland).

But the range of per child costs is best illustrated by a detailed analysis in the California study, which attempted to provide cost figures for children with fairly specific developmental profiles. Annual costs ranged from $659 for a child with mild speech delays of unknown etiology discovered at 18 months of age, to $15,060 for a child of between 2 and 3 years who had been identified at 6 months of age with severe cerebral palsy and who also had motor functioning, feeding, and speech impairments.

In September 1993, NEC*TAS issued a report (NEC*TAS, 1993) summarizing the topics addressed at the annual National Partnerships for Progress Conference, held in Arlington, Virginia, in August 1993. Issues remaining at the forefront of discussion in the early intervention community include:

- use of assistive services;
- the manner in which services are provided to the at-risk population;
- the role of medical and health services;
- transition from Part H to Part B;

- cultural diversity; and
- personnel preparation and shortages.

IMPLEMENTATION OF THE PRESCHOOL GRANT PROGRAM

FY 1992 was the first year all States were required to provide a free appropriate public education (FAPE) for all 3- through 5-year-old children with disabilities. States are awarded funds under the Preschool Grant Program based on the December 1 child count of the previous year for children from age 3 through 5 years who are receiving special education and related services. Approximately $325.8 million was appropriated in FY 1993, nearly $6 million more than in FY 1992. However, the number of preschoolers rose to 441,748 from the previous year's figure of 398,757, so the $6 million gain was offset by the increase in the number of children. Thus, the per child allocation under the Preschool Grant Program was $738, down from $804 in the previous year. The per child award from Part B was $411, meaning that each State received approximately $1,149 under IDEA for every preschooler receiving special education and related services as of the previous December 1 child count. Table 2.7 provides a State-by-State breakdown of preschool grant awards.

Regulatory Changes to the Program

The final regulations to Part B, as amended to implement the Handicapped Program Technical Amendments of 1988, the Education of the Handicapped Act Amendments of 1990 and the Individuals with Disabilities Education Act Amendments of 1991, were published in the Federal Register on September 29, 1992. Changes germane to preschool special education services include the following:

- authority for States to use "developmentally delayed" for preschoolers in a State's definition of "children with disabilities;"
- a requirement that States develop policies and procedures for smooth transition between Part H and the Preschool Grant Program;
- authority for States to use IFSPs for the preschool special education population; and
- authority for States to use Preschool Grant Program funds to provide FAPE to 2-year-olds who will reach age 3 during the school year. These changes reflect the Federal commitment to promote a seamless system of services for children from birth

Table 2.7 State Grant Awards under the Preschool Grant Program, FY 1993

State	Preschool Grant Program
Alabama	$ 5,695,812
Alaska	1,100,462
Arizona	4,387,813
Arkansas	3,593,118
California	34,437,799
Colorado	3,955,753
Connecticut	4,507,461
Delaware	1,307,998
District of Columbia	187,595
Florida	12,757,968
Georgia	7,353,890
Hawaii	664,708
Idaho	1,898,850
Illinois	17,072,663
Indiana	6,566,579
Iowa	4,020,008
Kansas	3,389,274
Kentucky	9,329,550
Louisiana	5,868,636
Maine	1,940,948
Maryland	5,816,198
Massachusetts	7,590,969
Michigan	11,087,334
Minnesota	7,114,595
Mississippi	3,706,118
Missouri	4,540,696
Montana	1,375,946
Nebraska	2,180,982
Nevada	1,706,085
New Hampshire	1,019,958
New Jersey	11,062,223
New Mexico	$ 2,265,178
New York	23,973,074
North Carolina	9,382,727
North Dakota	724,532
Ohio	11,527,519
Oklahoma	4,069,492
Oregon	3,618,967
Pennsylvania	11,541,552
Puerto Rico	3,231,221
Rhode Island	1,386,286
South Carolina	6,328,762
South Dakota	1,669,156
Tennessee	6,728,325
Texas	19,509,927
Utah	2,837,566
Vermont	691,297
Virginia	8,310,331
Washington	7,851,682
West Virginia	2,649,232
Wisconsin	8,991,288
Wyoming	1,022,174
American Samoa	25,111
Guam	123,340
Northern Marianas	11,078
Palau	8,863
Virgin Islands	56,131
Bureau of Indian Affairs	
U.S. and Outlying Areas	325,772,800
50 States, D.C., and P.R.	325,548,277

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

through age 5. Inclusion of the term "developmentally delayed" provides States more options as they consider eligibility criteria for preschoolers.

NEC*TAS publishes an annual analysis of preschool services entitled "The Section 619 Profile." The June 1993 volume reported that States and Outlying Areas use one of four methods to determine the eligibility of preschoolers for special education:

- Nine use only Part B disability categories.
- Nineteen States use Part B categories and a preschool-specific category/classification.
- Fourteen use some, but not all, Part B categories and a preschool-specific category that replaces the omitted Part B categories.
- Nine use only a preschool-specific or noncategorical criterion and do not use any Part B categories for preschoolers. NEC*TAS also reported that 23 States are using or are considering the use of IFSPs for preschool services. Of the 23 States, 2 use IFSPs as a statewide policy for all preschool services; 14 States allow local discretion; and 7 are collecting data for future decision making.

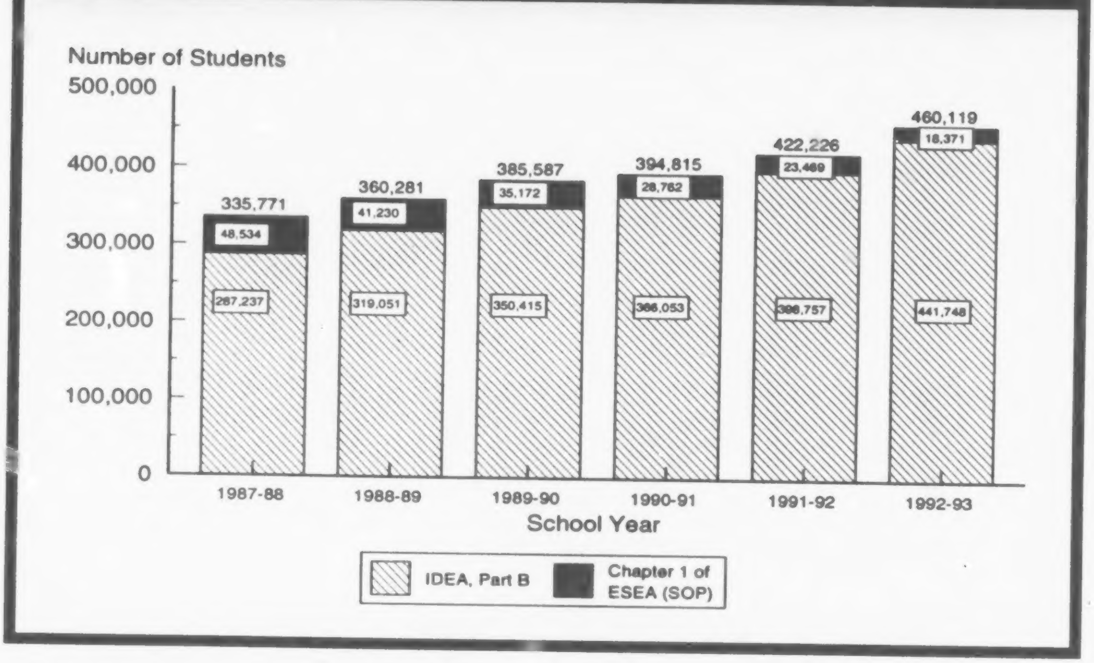
Number of Preschoolers Served

The total Preschool Grant Program and Chapter 1 (SOP) child counts indicate that 460,119 preschool children received special education and related services during school year 1992-93, an increase of 37,893, or 9 percent, over the number served in 1991-92, continuing the trend toward annual increases noted in last year's annual report to Congress. Figure 2.1 shows the number of children from 3 through 5 years of age served under the Preschool Grant Program and Chapter 1 (SOP) from 1987-88 through the 1992-93 school year.

Of the total number of preschoolers served, 441,748 (96 percent) were counted under IDEA and the remaining 18,371 were counted by States under Chapter 1 (SOP). The trend toward an increase in children reported under the Preschool Grant Program and a substantial decrease in children reported under Chapter 1 (SOP) continues. The Preschool Grant Program 1991-92 to 1992-93 increase was 42,991 (10.8 percent); the Chapter 1 (SOP) 1991-92 to 1992-93 decrease was 5,098 (21.7 percent).

Table 2.8 reports the number of children age 3 through 5 receiving special education and related services by State. It also reports the percentage of the total population of 3- through 5-year-olds receiving special education and related services in each State. Total incidence in the national population is 4.07 percent. States with more than 6.0 percent of their population receiving these services are Kentucky (8.27 percent),

Figure 2.1 Number of Children Age 3 through 5 Served under the Preschool Grant Program and Chapter 1 (SOP)a/: School Years 1987-88 through 1992-93



a/ The number of children age 3 through 5 served as reported here reflects revisions to State data received by the Office of Special Education Programs between the July 1 grant award date and October 1 of any year.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

South Dakota (6.83 percent), and Wyoming (6.52 percent). States with less than 3.5 percent of the population receiving services are Hawaii (1.83 percent), District of Columbia (2.10 percent), Missouri (2.75 percent), California (3.11 percent), Texas (3.19 percent), Arizona (3.27 percent), Georgia (3.31 percent), Florida (3.37 percent), Ohio (3.38 percent), New Hampshire (3.43 percent), and Colorado (3.45 percent).

The percentage of children receiving preschool special education services does not necessarily correlate with the percentage of children from birth through age 2 receiving Part H services. For example, Kentucky provided Preschool Grant Program services to 8.27 percent of its age 3 through 5 population, and South Dakota, 6.83 percent. But they provided Part H services to less than 1 percent of their birth through age 2 populations. Kentucky provided Part H services to .61 percent of its from birth through age 2 population, and South Dakota, .8 percent (see table 2.5).

Table 2.8 Number and Percentage of Children Age 3 through 5 Served under the Preschool Grant Program and Chapter 1 (SOP): December 1, 1992

State	Preschool Grant Program	Chapter 1 (SOP)	3 through 5 Years Total	Percent of Population
Alabama	7,698	169	7,867	4.53
Alaska	1,490	280	1,770	5.23
Arizona	5,941	34	5,975	3.27
Arkansas	4,860	867	5,727	5.69
California	46,627	194	46,821	3.11
Colorado	5,356	52	5,408	3.45
Connecticut	5,864	240	6,104	4.37
Delaware	1,764	18	1,782	5.92
District of Columbia	254	196	450	2.10
Florida	17,275	1,163	18,438	3.37
Georgia	9,957	248	10,205	3.31
Hawaii	900	27	927	1.83
Idaho	2,571	291	2,862	5.68
Illinois	23,116	858	23,974	4.65
Indiana	8,891	72	8,963	3.76
Iowa	5,443	20	5,463	4.64
Kansas	4,589	220	4,809	4.21
Kentucky	12,632	21	12,653	8.27
Louisiana	7,946	133	8,079	4.03
Maine	2,628	49	2,677	5.22
Maryland	7,727	51	7,778	3.52
Massachusetts	10,278	2,837	13,115	5.26
Michigan	15,014	1,002	16,016	3.76
Minnesota	9,633	7	9,640	4.69
Mississippi	5,018	105	5,123	4.36
Missouri	6,148	43	6,191	2.75
Montana	1,863	9	1,872	5.18
Nebraska	2,953	5	2,958	4.07
Nevada	2,310	0	2,310	3.80
New Hampshire	1,374	352	1,726	3.43
New Jersey	14,978	323	15,301	4.65
New Mexico	3,067	56	3,123	4.00
New York	32,459	189	32,648	4.21
North Carolina	12,704	62	12,766	4.48
North Dakota	981	173	1,154	4.14
Ohio	15,608	306	15,914	3.38
Oklahoma	5,510	26	5,536	4.00
Oregon	4,900	2,032	6,932	5.44
Pennsylvania	15,627	2,790	18,417	3.80
Puerto Rico	5,492	0	5,492	
Rhode Island	1,877	59	1,936	4.72
South Carolina	8,556	209	8,765	5.53

--Continued

Table 2.8 (cont'd)

State	Preschool Grant Program	Chapter 1 (SOP)	3 through 5 Years Total	Percent of Population
South Dakota	2,260	18	2,278	6.83
Tennessee	9,110	78	9,188	4.48
Texas	26,416	1,061	27,477	3.19
Utah	3,842	348	4,190	4.01
Vermont	909	107	1,016	4.10
Virginia	11,252	43	11,295	4.16
Washington	10,631	680	11,311	4.88
West Virginia	3,587	127	3,714	5.73
Wisconsin	12,174	34	12,208	5.52
Wyoming	1,384	0	1,384	6.52
American Samoa	34	0	34	.
Guam	167	0	167	.
Northern Marianas	15	15	30	.
Palau	12	12	24	.
Virgin Islands	76	60	136	.
Bureau of Indian Affairs	0	0	0	.
U.S. and Outlying Areas	441,748	18,371	460,119	4.07
50 States, D.C., and P.R.	441,444	18,284	459,728	4.06

Note: Population data are not available for the Insular Areas. The proportion of children served is based only on data for the 50 States and D.C.

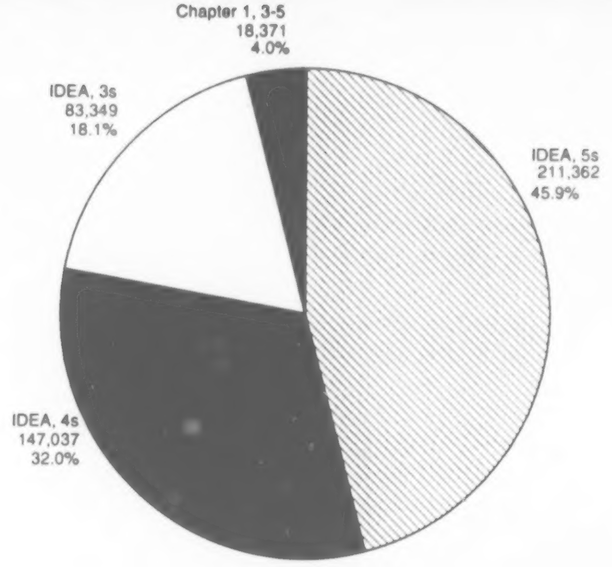
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Population counts are based on July estimates from the U.S. Bureau of the Census.

Interestingly, Hawaii had both the highest birth through age 2 percentage (5.64 percent) and the lowest percentage under the Preschool Grant Program (1.83 percent). This may be due to Hawaii's liberal definition of Part H eligibility, which not only includes children who are at-risk for developmental delays, but also includes children who are at-risk environmentally. At age 3, a majority of Part H children in Hawaii move to Head Start or community preschools rather than to Part B programs.

Of the remaining 10 States reporting the lowest preschool special education enrollment percentages, five States had less than 1 percent of their children receiving birth to age 3 services, and five reported that between 1 and 3 percent of their children were receiving birth to age 3 services.

The trend toward an increase in the percentage of younger preschoolers receiving Preschool Grant Program services continued in FY 1993. The number of 3-year-olds increased by more than 13,000, or 19 percent over the previous year. The number of 4-year-olds increased by about 20,000, or 15.8 percent over the previous year. The number of 5-year-olds experienced the smallest change, increasing only by about 9,500, or 4.7 percent, over the previous year. As noted in figure 2.2, in school year 1992-93 the 3- and 4-year-old Preschool Grant Program population made up half of the preschoolers receiving special education services. This figure is up slightly from the 49 percent reported in school year 1991-92 and is a significant increase over the 36 percent reported in 1986-87. This information supports what has been informally reported by the States -- that the implementation of Part H and transition to Part B has resulted in ever earlier identification of children with disabilities. Further, States have placed more emphasis on including preschoolers in Child Find, because IDEA now requires them to provide programs, rather than allowing States to serve preschoolers at their discretion.

Figure 2.2 Number of Children Age 3 through 5 Served under the Preschool Grant Program and Chapter 1 (SOP) by Age and Program: School Year 1992-93



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Implementation Issues Related to the Preschool Grant Program

Implementing high quality, effective programs for children with disabilities from age 3 through 5 years remains challenging. Implementation requires synthesis of a variety of funding streams, calls for coordination with the Part H system to promote the goal of a seamless system for children from birth through age 5, and requires that services must both be developmentally appropriate and be implemented in the least restrictive environment. This section discusses important developments in these areas.

Administering the Preschool Grant Program

The National Early Childhood Technical Assistance System (NEC*TAS) publishes an annual profile about the Preschool Grant Program (NEC*TAS, 1993) that provides information enabling comparisons to be made about how States and Outlying Areas are implementing a variety of components of the Preschool Grant Program. Of the 57 States and entities reporting, 47 administer preschool special education programs through the Special Education Unit of the State educational agency (SEA). Among the other ten States, six are administered within the Early Childhood Unit, three split responsibility between special education and preschool units, and one State (Minnesota) shares responsibility among community collaboration, instructional strategies, and fiscal application units.

Five percent of Preschool Grant Program funding may be set aside for administration. Fifty-three of the 57 States or entities reported how this funding is used. Forty-three SEAs use the full 5 percent, two use 4 percent, four use between 2 and 3 percent, and four use none.

Another 20 percent of the Preschool Grant Program funding may be set aside for the planning and development of a statewide comprehensive service delivery system for children with disabilities from birth through age five years; the provision of direct and support services for children with disabilities aged three through five years; and at the State's discretion, the provision of a free appropriate public education to two-year-old children with disabilities who will reach age three during the school year. Fifty-four of the 57 States or entities reported how this funding is used. Thirty-one SEAs use the full 20 percent, eight use between 15 percent and 19 percent, four use 10 percent to 14 percent, four use 1 to 9 percent, and seven use none. These funds are most often used for training and technical assistance. About half the States use this funding for pilot programs, materials, planning/coordination, and direct service.

Thirty-five States reported using 17 funding sources to finance preschool special education services, in addition to the Part B and Preschool Grant Program funds that all the States used. The most commonly used funds are State special education (32 States), local funding (30 States), Chapter 1 (SOP) (28 States), Federal Head Start (24 States), and Comprehensive Child Development (24 States) funds. Eleven States have developed a process for projecting or determining the full costs associated with preschool special education services. Of these 11 States, eight (Arkansas, Arizona, Iowa, Kentucky, Maine, Nebraska, Ohio, and Pennsylvania) are prepared to disseminate this information to interested persons. Eighteen States have developed a process for forecasting the prevalence and/or types of disabilities anticipated for preschoolers with disabilities. Of these States, twelve (Arizona, Colorado, Delaware, Georgia, Illinois, Iowa, Maine, Minnesota, Missouri, Nebraska, Ohio, and Texas) are prepared to disseminate this information to interested persons.

Coordinating Part H and Preschool Programs

Many States acknowledge the importance of ensuring a coordinated system for children from birth through age 5 by creating formal linkages between the Part H and Preschool Grant Program systems. According to NEC*TAS, the focus of the ICCs in 42 of the 57 States or entities reporting is from birth through age 2. In 15 States the ICC focus is on birth through age 5. States are required to include a SEA representative on the State-level ICC. The most typical representatives from the SEA are the Coordinator of Early Childhood/Special Education (16 States), the Director of Special Education (14 States), or the Section Chief for Special Education (13 States).

The majority of States have developed or are developing policies, transition agreements, or both, governing the transition from Part H to preschool. Twenty-three States have policies in place, three more than last year. Eighteen States are developing policies, one more than last year. Of the 49 States reporting in this area, 23 indicated they are using or considering using the IFSP for preschool services. Two States (Oregon and Maine) use IFSPs on a statewide basis for all preschool services. Fourteen States allow local discretion, and seven States are collecting data for future decision making.

Twenty-nine States report that public awareness efforts are directed toward the birth through age 5 population rather than the birth through age 2 and age 3 through 5 populations. Ten States have added birth through age 5 certifications to their special education certification processes.

Providing Preschool Services in the Least Restrictive Environment

Providing special education services in the least restrictive environment (LRE) has become a central national issue, and will remain so for years to come. Researchers and policymakers are contending with the important goal of ensuring that special education and related services are individualized to meet the unique needs of each child while also ensuring that such services are delivered in settings that enable children to interact with nondisabled peers. The difficulty of meeting this goal for the preschool population is exacerbated by several factors. A main barrier to successful implementation is that many LEAs do not operate preschool programs at all, and preschool is not available for any children without disabilities. While there are a variety of public programs for 4-year-olds, the issue is particularly problematic for 3-year-olds.

Placing children with disabilities in settings that enable them to interact with their nondisabled peers may require strengthening traditional alliances with such programs as Head Start, and require creating new alliances with the child care and private nursery school communities, as well as other community-based programs. Such actions can raise a host of new issues, such as those listed below:

- application of SEA policies and procedures to private settings that may not be accredited by the SEA;

- the role of the public school special educator in the private setting;

- determination of payment for special education versus child care services; and

- the implementation of Part B requirements in settings that are unaccustomed to Part B policies and procedures.

The data on preschool placements do not offer sufficiently specific information to determine whether services are being offered in inclusive settings. One reason is that the categories used for the school-age population have limited relevance to preschool settings. Preschool-aged children are frequently served in community-based settings rather than in public schools. Although States report that almost half of all preschool children are served in regular classes, the definition of a regular class for a preschooler receiving Preschool Grant Program services is likely to be considerably different than for a regular class for a school-age child receiving Part B services. OSEP has developed a "crosswalk" for reporting preschoolers in existing OSEP placement categories. The crosswalk provides specific instructions that apply to 3-, 4-, and 5-year-old children with disabilities.

Preschool special educators pointed out to OSEP that the placement categories used for 6- through 21-year-olds are not appropriate for preschoolers and made preschool placements appear more restrictive than they actually are. Reasons for this mismatch include lack of publicly-funded general education programs for 3- and 4-year-olds, provision of special education services in child care centers, Head Start centers, and other types of facilities, and use of home-based programs to provide preschool special education services. As a result, OSEP has been developing an alternative format for collecting preschool placement data. The proposed categories are as follows:

- early childhood setting,

- combined early childhood/early childhood special education setting;

- early childhood special education setting;

- home;

- residential setting; and

- in-patient hospital setting.

OSEP is soliciting input from SEA personnel concerning the advantages and disadvantages of these data collection categories. The "crosswalk" will be used until preschool-specific categories can be defined to accurately reflect service delivery models, as well as be compatible with State data collection capacities.

NEC*TAS (1993) reports that policies, missions, or philosophies promoting an inclusion philosophy have been or are being developed by 31 SEAs. Thirty-five SEAs have developed or are developing policies or guidelines specifically addressing LRE for the preschool population. Thirty-one SEAs have developed or are developing policies regarding the funding of placements in other than regular elementary schools. Thirty-seven SEAs have checklists, questionnaires, or other data collection tools in use or under development to monitor provision of LRE preschool services.

A significant relationship between the Preschool Grant Program and Head Start was created upon publication in the January 21, 1993 Federal Register of the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR Part 1308). An important component of those regulations is a requirement that a disabilities services plan be created to meet the special needs of children with disabilities and their parents. The regulations stress the joint responsibility of Head Start and the LEA to ensure that services are provided in a coordinated manner that both meets the child's needs and ensures that services are occurring in the LRE. Head Start programs must have a continuum of service options, which include the following:

- joint placement of children with other agencies;
- shared provision of services with other agencies;
- shared personnel to supervise special education services, when necessary to meet State personnel qualifications;
- administrative accommodations, such as having two children share one enrollment slot when each child's IEP calls for part-time service because of his or her individual needs; and
- any other strategies to ensure that special needs are met, such as staff increases, use of volunteers, use of supervised students in such fields as child development, special education, and child psychology, and various therapists and family services to assist staff.

The regulations and the guidance material in the appendix to Part 1308 stress the collaborative opportunities available to the LEA and Head Start agency, as well as describing each entity's responsibilities in detail.

The continued implementation of the Americans with Disabilities Act will further increase the opportunities for inclusion in the child care sector. Greater awareness of the legal prohibitions against barriers to participation will help increase inclusive preschool placement options.

Since 1989, OSEP has funded an Early Childhood Research Institute on Integration, which is operated by the Allegheny-Singer Research Institute (recently transferred to St. Peter's Child Development Centers) and the University of Washington. The Institute is examining a variety of programmatic, curricular, and policy issues related to preschool mainstreaming. During the past year or so, the Institute researchers have written several articles that analyze data from recent research endeavors. Major findings are reported below.

Wolery et al. (in press) conducted three studies on various factors involved in preschool mainstreaming. In one study, 75 percent of the responding preschool programs indicated that a child with a disability was enrolled. Speech and language impairments were the most frequently cited disability. Head Start programs were the setting in which mainstreaming was most likely to occur.

Another study by Wolery et al. (1992) described benefits and barriers to preschool mainstreaming. The chief benefits are the opportunity for children to be exposed to those who are different and the opportunity for children with special needs to have normalized social experiences. Barriers include troublesome areas such as child-staff ratios that may be too high to allow staff members to adequately deal with children with disabilities, architectural barriers that affect children with orthopedic disabilities, and lack of related services personnel in mainstreamed preschool settings.

Miller et al. (1992) compared the results of mainstreaming for preschool children with and without disabilities. They found that mainstreamed children with developmental delays engaged in a significantly higher rate of interaction than did their counterparts in specialized settings. They also found that the directly observed social behaviors of children without disabilities in mainstreamed settings did not differ from those of their counterparts in "typical-children-only" settings, although teachers felt children without disabilities benefitted socially from their interactions with a variety of children. Parents of children with disabilities rated the social and related skills of their mainstreamed children significantly better than did parents of similar children in specialized settings.

OSEP is funding a number of demonstration projects that are developing models for providing early intervention services, or training providers for early intervention in inclusive settings. Among the projects are the following:

- Project GAINS (Gaining Access/Integrating Needed Services) in Newton, Massachusetts. The purpose of the project is to enhance the ability of child care programs nationwide to offer quality, integrated services for young children with disabilities by creating a replicable program model. Programs are designed through a local planning process that includes representatives of a variety of sectors of the community. Staff development and training are provided to parents and providers, with an emphasis on in-service workshops, training in classroom adaptation, and creation of a resource support network of specialists to coach teachers in inclusive settings.

- Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training in Hampton, New Hampshire. The purpose of the project is to develop in-service training materials that will prepare professionals and caregivers to provide and coordinate child care services for infants and toddlers with disabilities. Specific training modules have been developed in 10 basic competency areas, and individual training/demonstration is provided for child-specific issues. Self-directed training video and print modules and a guidebook on mainstreaming infants and toddlers with disabilities have been devised.

- Research Institute on Preschool Mainstreaming of the St. Peter's Child Development Centers in Pittsburgh, Pennsylvania. The purpose of the project is to address the challenges and barriers to preschool inclusive services, including: policy voids and disincentives to inclusion, lack of information on key issues, lack of clear guidelines for adapting existing curricula, and lack of awareness by regular and special educators regarding the feasibility of inclusion.

- Integrated Outreach Project at Utah State University in Logan, Utah. The purpose of the project is to provide training and technical assistance to early intervention personnel so they may provide services to young children with disabilities in the least restrictive environment. Components of training include social integration, functional mainstreaming for success, a preschool transition project, and a multiagency project for preschoolers.

- Project Coach Outreach: Transdisciplinary Consultation/ Coaching Training for Implementing Integrated Model Programs at the University of Southern Mississippi in Hattiesburg, Mississippi. The purpose of the project is to promote collaborative, transdisciplinary consultation and coaching practices by local agency teams in order to place young children between 3 and 5 years of age with moderate to severe disabilities into least restrictive environment, community-based early childhood programs in Mississippi.

Transition: Part H to Preschool Grant Program

Flexible and effective transition policies have been cited as crucial to development of a coordinated system for children and families moving from early intervention to preschool programs. Transition systems are needed to ensure that services are not interrupted as families move from one system to another.

OSEP issued an April 1, 1993 memorandum guiding preschool and Part H policymakers responsible for policies and procedures governing the transition from Part H to the Preschool Grant Program. The memorandum emphasized that States must ensure that transition policies and procedures address the following issues:

- how families will be included in the transition process;
- how the lead agency will notify the appropriate local educational agency (LEA) or intermediate educational unit (IEU) in which the child resides about the child; and
- how the lead agency will convene, with the approval of the family, a conference between the lead agency, the family, and the appropriate LEA or IEU, at least 90 days before either the child's third birthday or, if earlier, the date on which the child is eligible for the preschool program under the Preschool Grant Program in accordance with State law.

The memorandum provides guidance to States regarding the delivery of FAPE for children prior to their third birthday, as well as the use of Part H funds for children turning 3 during the summer before the beginning of the school year. The memorandum emphasized both the overlap between the Part H and the Preschool Grant Program systems and the need to ensure that the distinct requirements of each system are included in State policies and procedures. Policies must be adopted that address the following:

- During the transition process from Part H to the Preschool Grant Program, States must ensure that the prior notification and parental consent requirements of the Part B system are adhered to and that parents have been provided with procedural safeguards under Part B.
- For children turning 3 during the summer, the IEP or IFSP must specify how the children will receive FAPE as of their third birthday. It must also include a process to ensure that extended school-year services (ESY) have been considered as part of the child's Part B service plan.
- States are permitted to use an IFSP for children until their sixth birthday. However, when FAPE is provided to a preschooler through an IFSP, the rights and protections of the Part B system apply to that child.
- The State Part H and Part B systems must have overlapping Child Find requirements. The Part H Child Find system must ensure that policies and procedures for a comprehensive Child Find system are consistent with Part B. Yet the Part H agency's participation in Child Find activities does not alter the

SEA's role in ensuring compliance with the Child Find requirements for the birth through age 2 population.

- Transition training can be included in the Part H Comprehensive System of Personnel Development (CSPD).

- The State Interagency Coordinating Council (SICC) must include a representative from the SEA who is engaged in policy development and implementation for Preschool Grant Program services. The role of the SICC has been expanded to enable the Council to advise and assist the SEA regarding transition. The SICC may now also work with the SEA to provide services to children with disabilities from birth through age 5.

The 1991 IDEA amendments allow States to use Part H and Preschool Grant Program funds during transition periods. Part H funds may be used to provide FAPE to children, in accordance with Part B, from their third birthday until the beginning of the new school year. Preschool Grant funds may be used to provide FAPE to children with disabilities who are 2 years old and who will reach their third birthday during the course of the school year.

Recognizing the importance of transition for children and families, OSEP has supported a variety of research initiatives on the topic of transition. Among these is the Kansas Early Childhood Research Institute (KECRI), which began work in 1988 and publishes a quarterly newsletter. The institute subscribes to an "ecocultural niche model" of transition, which views a child as a member of a family that is part of a broader social and cultural community. Extending this concept to transition, KECRI defines components of a transition framework as follows:

- transition is a change in a child's and family's ecocultural niche, instigated by a change in service providers;

- transitions are difficult because they require accommodations in daily routines for everyone involved;

- a transition's impact depends on the number of accommodations required;

- one measure of a transition intervention's success is how far it encourages sustainable accommodations;

- a family's accommodations in transitions are not necessarily negative;

- valences for accommodations to transitions -- the positive or negative weightings -- are not known *a priori;*

- interventions to reduce negative transition impact may involve both distal (e.g., financial policy) and proximal (e.g., obtaining transportation or household help) features of a family's ecocultural niche; and
- service providers occupy an ecocultural niche that influences the nature, timing, and quality of their efforts.

A variety of projects and informational activities have been supported by KECRI, such as:

- "parental adjustment to the birth of a child with disabilities and early hospital transitions," a parent-to-parent videotape;
- planning the transition from the neonatal intensive care unit (NICU) to the home;
- in-home intervention to facilitate the transition from the NICU to the home;
- programming a successful transition from home to preschool: developing individualized treatment programs to teach appropriate social skills;
- transition of preschool children with severe and multiple disabilities from nonintegrated to community-based preschool programs;
- verbal interactive skills training for transitions;
- transfer of academic and classroom procedures and skills from preschool to home and from kindergarten to home;
- programming successful classroom transition: assessment of children's survival skills and classroom requirements;
- promoting successful transition to the primary grades: prediction of reading problems for children with speech and language impairments;
- assessing concerns of families in transition and promoting family-directed problem solving; and
- role of the professional in successful transition.

OSEP is sponsoring several demonstration projects to foster the development of best practices in transition. They include the following:

- Project STEPS (Sequenced Transitions to Education in the Public Schools) at the Child Development Center of the Bluegrass, Inc., in Lexington, Kentucky. The purpose of the project is to provide training and technical assistance to help State agencies develop statewide transition systems for children, from birth to age 8, with disabilities. The STEPS model focuses on policy and procedure development in administration, staff, and family involvement in the transition process, as well as child preparation for the next environment.

- Bridging Early Services Transition Project at the Associated Colleges of Central Kansas in McPherson, Kansas. The purpose of the project is to help administrators, service providers, and families plan and coordinate transition for young children with disabilities or developmental delays. The model is being replicated in more than 15 States with both rural and urban populations. The needs of each State, region, or local area regarding transition planning are assessed, and training is individualized. Workshop training, written materials, and other technical assistance are provided.

- FACTS/LRE (Family and Child Transitions into Least Restrictive Environments) at the University of Illinois in Champaign, Illinois. The purpose of the project is to address the process for transition planning for children, 2-1/2 through 5 years of age, with a broad range of disabilities or developmental delays, who are moving from early intervention to preschool and from preschool to elementary school. The model focuses on strategies to assist families in planning and selecting community child care services. It includes a planning process for community interagency coordinating councils to develop and implement agreements between local public schools and early intervention agencies to facilitate cooperative screening, assessment, referral, and transition.

OTHER OSEP PROGRAMS BENEFITTING YOUNG CHILDREN WITH DISABILITIES

OSEP continues to support a number of projects designed to promote innovative strategies for the delivery of services to young children with disabilities and their families. Priorities include the development of more effective practices, the development of region-specific or population-specific program models, enhanced training of existing personnel, and identification of strategies to recruit individuals into relevant fields of study.

The Early Education Program for Children with Disabilities

The Early Education Program for Children with Disabilities (EEPCD), originally named the Handicapped Children's Early Education Program (HCEEP), has been operating for the past 25 years. Its original mission was to establish model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through grade three. It has evolved as State and local early intervention systems have matured. It presently supports States as they develop two processes: first, development of comprehensive services for infants and toddlers with disabilities, from birth through age 2, and their families; second, expansion of services for children with disabilities, age 3 through 5, and their families. During FY 1993, EEPCD supported 121 projects: 31 demonstration projects, 47 outreach projects, 29 inservice training projects, 7 research and experimental projects, 6 research institutes, and 1 national technical assistance center.

Demonstration Projects

EEPCD's demonstration projects address a variety of topics. They include the following:

- multidisciplinary intervention services for children and families;
- interagency collaboration in the provision of services;
- family and professional collaboration;
- an examination of differing service delivery models;
- coordination between public and private agencies;
- curriculum development;
- evaluation of child progress;
- services for infants with special health needs, including HIV infection and AIDS; and
- methods of collaboration between allied health and special education service providers.

Outreach Projects

Outreach projects have two goals: to increase the availability of high-quality services to young children with disabilities and to promote replication of innovative models or components of models which were developed under the demonstration or inservice components of EEPCD or have had other development funding. All of the 47 projects receiving outreach funding have a multi-State or national focus and are funded for three years. Outreach efforts focus on improving training and services, as well as on interagency and inter-State collaboration. All are required to coordinate their dissemination and replication activities with the State lead agencies under Part H and/or the Preschool Grant Program.

Experimental Projects

Nondirected experimental projects compare educational practices and intervention procedures related to early childhood services. During FY 1993, four newly funded projects addressed language instruction, intervention in inclusive versus segregated settings, bilingual/bicultural training for preschoolers who are deaf, and paraprofessional training systems.

Research Projects

EEPCD is funding three research projects. Two investigate language intervention issues, and one focuses on motor functioning.

Research Institutes

Six research institutes are supported. These institutes investigate:

- cost and effectiveness of early intervention;
- interventions for children affected by parental substance abuse;
- interventions to assist children and families in making transitions from hospital to home, from home to preschool services, and from preschool to public school;
- barriers to mainstreaming in preschools;
- behavior-based developmental care and intervention in the neonatal intensive care unit; and
- influences on service patterns and utilization in early intervention and preschool programs.

NEC*TAS

OSEP also supports NEC*TAS, which brings together individuals and organizations representing a range of disciplines and parental perspectives to address the infant, toddler, and preschool provisions of IDEA. A central organizational function is providing technical assistance to States' Part H and Preschool Grant Program grantees. Main areas of technical assistance for the Part H system include service coordination, finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification, and public awareness. Main areas of technical assistance for the Preschool Grant Program community include program standards and monitoring, LRE and inclusion, personnel, finance, interagency agreements, child identification, legislation, transition, and public awareness.

Personnel Preparation

Personnel preparation is another component of the OSEP mission. During FY 1993, the Division of Personnel Preparation funded 245 projects addressing personnel needs in early intervention and preschool services. Projects focus on preparing personnel to serve infants, toddlers, and preschoolers; leadership personnel projects; special projects; projects to prepare related services personnel; and projects to serve special populations, rural populations, and low-incidence populations. Among the projects sponsored by OSEP are the following:

- Northeast Early Intervention Faculty Training Institute at Temple University in Philadelphia, Pennsylvania. The purpose of the project is to develop and implement a faculty training institute for early intervention personnel. Faculty members in 12 States representing 10 disciplines are trained to incorporate basic early intervention content into existing coursework, to develop new coursework to include critical areas of early intervention content, and to provide periodic in-service training that offers participants continuing education credits.

- Institute and faculty in-service training for related services personnel at New York Medical College in Valhalla, New York. The purpose of the project is to provide in-service coursework and practica to related services personnel who provide or coordinate early intervention services to infants, toddlers, and their families, and to develop a model in-service program for university faculty from related services disciplines. Training is team-based and interdisciplinary. It consists of multiple three-hour group training sessions and individual long-term follow-ups.

- Southeastern Faculty Leadership Institute: A Training Model for Systems Change at the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. The purpose of the project is to develop, implement, and evaluate a faculty training model related to Part H content and to facilitate linkages between institutes of higher education and State agencies implementing the personnel preparation component of Part H. Faculty members from 13 States and two Outlying Areas are provided training on Part H content areas. They are helped to incorporate state-of-the-art information related to Part H content and training into the in-service training they provide to practitioners.

SUMMARY AND IMPLICATIONS

Several significant events affecting the Part H and Preschool Grants Program systems at the Federal and State levels occurred during FY 1993. Publication of Part H regulations completed the reauthorization process begun in 1991 and clarified new requirements for the organization and delivery of early intervention services. The Federal Interagency Coordinating Council was established by law and met for the first time. This important forum will continue to provide Federal agencies, families, and State representatives an opportunity to share concerns about Part H implementation and determine how to ensure that all appropriate resources are coordinated to serve children and families in an effective manner.

The number of States and jurisdictions moving into fifth-year full implementation of Part H during FY 1992 increased significantly, from 18 to 41. The 12 with extended participation status have until the spring of 1994 to apply for a full implementation Part H grant. Only one State, Mississippi, did not apply for a Part H grant during FY 1992. Mississippi is studying its early intervention plans and will probably re-enter the program eventually.

States reported that 15 percent more infants and toddlers received services under Chapter 1 (SOP) programs in FY 1993. Most States reported an increase in the number of children receiving services since FY 1992, eight were unchanged, and five reported declines. Although the overall national child count declined from 1.4 percent to 1.2 percent of the population of infants and toddlers, this decline occurred primarily because large numbers of non-Part H at-risk children are no longer included in the child counts of two States.

States continue to struggle with significant issues as they implement Part H systems. These issues include the volume of policy decisions, the challenging fiscal situation confronted by the States, and a lack of lead agency direct authority or power, which can result in time-consuming negotiations and compromise in order to achieve needed consensus. The familiar themes of fragmentation, duplication, and overlap continue to impede the development of cohesive, coordinated systems.

The number of children receiving special education and related services under the Preschool Grants Program continued to increase in FY 1993. The overall increase was 9 percent, but it is important to note that growth in this population occurred among younger preschoolers in particular. It appears that earlier identification of children with disabilities, as well as improved transition to the Preschool Grant Program from the Part H system, is enabling more children to receive preschool services at earlier ages.

States are improving coordination between the Part H and Preschool Grant Program systems as they strive to provide a seamless system for children from birth through age 5. Some States are using IFSPs for services for this age group. Others are offering them as an option.

Two significant issues are the efficient transition of children and their families from Part H to the Preschool Grant Program and providing services in the least restrictive environment. Transition planning is now a key component of the Part H regulations, and will promote vital collaboration and formal agreements between the two systems.

Providing services in the least restrictive environment, a major goal for all children receiving special education and related services, can be particularly problematic for preschool-age children, because there often are no public programs for peers without disabilities to begin with. Strengthening traditional linkages with such programs as Head Start and the development of new alliances with the preschool and child care communities will enhance the achievement of this goal.

During FY 1993, the Early Education Program for Children with Disabilities (EEPCD) supported 121 projects, including 31 demonstration projects, 29 in-service training projects, 47 outreach projects, 7 research and experimental projects, 6 research institutes, and one national technical assistance center. These projects focus on issues such as multidisciplinary intervention services for children and families, family and professional collaboration, and curriculum development. Among the research projects supported are intervention in inclusive versus segregated settings, paraprofessional training systems, and research on language intervention and motor functioning. There is also significant emphasis on infusing family-centered principles throughout the pre-service and in-service training of existing faculty.

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CHAPTER 3

ASPECTS OF THE SCHOOL PROGRAMS AND EDUCATIONAL RESULTS FOR STUDENTS WITH DISABILITIES IN REGULAR SECONDARY SCHOOLS[1]

Few discussions of the status of education in the 1990s avoid reference to results, otherwise known as "educational outcomes." Educational outcomes are "the results of interactions between students and the educational system" (National Center on Education Outcomes, 1993) -- students' knowledge and skills and their achievement of marker events or statuses, such as completing high school. Concerns that student's knowledge, skills, and achievements are inadequate drive the movements to reform educational structures and instructional practices and to set higher standards for student achievement. Concerns that results are poorly measured drive the current emphasis on revamping assessment practices. Concerns that the wrong results are emphasized drive the debates about what students need to learn and about how differences in students' goals and abilities can be accommodated.

The need for a comprehensive analysis of results for students with disabilities as well as for the student population as a whole has been recognized. Whereas much energy in the past two decades was directed toward ensuring that students with disabilities had access to a free and appropriate public education, questions now are being raised about what students are achieving as a result of their education (National Council on Disabilities, 1993). What kinds of programs do students with disabilities in secondary schools experience? What aspects of those programs help or hinder their performance in school? In part because answers to these questions were not available for students with disabilities nationally, Congress authorized the Secretary of Education to conduct a longitudinal study of "the educational progress of students with disabilities while in special education" [U.S.C. §1418(e)(2)(A)]. In 1985, under contract to the Office of Special Education Programs (OSEP), SRI International began to develop the design, sample, and data collection instruments for the National Longitudinal Transition Study of Special Education Students (NLTS). Under a separate contract, SRI initiated the study in 1987.

Presented here are highlights of findings from the NLTS regarding selected aspects of the programs and performance of the 92 percent of students with disabilities who attend regular secondary schools.[2] This discussion is intended to do three things:

- **Describe key aspects of the courses taken by students with disabilities in secondary schools,** focusing on the balance among academic, vocational, and life skills curricula in students' school programs. Academic and vocational course-taking for students with disabilities, including the placement of students in regular education classes for academic courses, is described in further detail.

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[1] Findings presented here are excerpts from Wagner, M., Blackorby, J., and Hebbeler, K. (1993).

[2] Overall, 8 percent of students with disabilities of secondary school age attended special schools serving only students with disabilities. Proportions ranged from 2 percent of students with learning disabilities to 63 percent of students who were deaf. The programs of students in special schools are described in Wagner, M. (1991b).

- **Describe key aspects of the performance of students with disabilities in secondary schools.** The focus here is on three aspects of performance: absenteeism from school, as an indicator of students' engagement in the educational process; grades, as an indicator of general success in school; and school completion, as an indicator of persistence in the education process.

- **Identify the contributions of school programs to student performance.** Understanding the school factors related to student performance can help schools identify ways to help students with disabilities succeed.

COURSE-TAKING IN REGULAR SECONDARY SCHOOLS

High school graduation requirements stipulate the total number and the types of credits secondary school students must earn for a diploma. As reform discussions have focused on increasing the number of academic requirements, the special education community has engaged in extensive discussions about the relative importance of academic and vocational coursework for students with disabilities (Edgar, 1987; Sansone, 1987). What is the balance of courses students with disabilities take in regular secondary schools?

An Overview

The NLTS has measured the percentage of credits that students with disabilities earned in academic courses, vocational courses, life skills courses, or other areas to indicate the relative emphases on these types of courses.[3] Credits in these areas have been translated into standard Carnegie units. A Carnegie unit is equivalent to one class that meets five times a week for a full school year.

Students with disabilities who graduated from high school earned a total of 22 credits, compared with an average of 23 credits earned by graduates in the general population (Kolstad & Thorne, 1989). Requirements for high school graduation vary by State, but on the average, States require students to have 11 or 12 credits in academic subjects (Education Commission of the States, 1992). Overall, students with disabilities who graduated met this requirement, earning an average of 12 credits in academic classes, or 55 percent of their total credits, compared to 69 percent of credits earned in academic classes by students in the general population. Students with disabilities also earned 5 credits in vocational courses, or 24 percent of their total, compared with 18 percent for students in the general population. These data demonstrate that access to vocational courses is no longer an issue for many students with disabilities, whose participation in vocational education surpassed that of students in the general population. Life skills courses constituted a single credit, which was 6 percent of the total. The remaining credits were distributed among other courses.

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[3] Academic courses included English, mathematics, social science, science, and foreign language courses. Vocational courses included general career and employment preparation courses, as well as more specific instruction in occupational areas such as business, industrial arts, construction, or mechanics. Life skills courses included courses in health, home economics, family and interpersonal relations, and food and nutrition.

Differences in course-taking emphases for students with different disabilities are generally not large. For example, the proportion of credits earned in academic classes ranged from a high of 65 percent for students with visual impairments to 50 percent for those with multiple disabilities. Conversely, students with visual impairments earned the lowest proportion of credits in vocational courses (14 percent), and students with mental retardation earned the highest (27 percent). Students with mental retardation or multiple disabilities also earned the highest proportion of life skills credits (9 percent).

The distribution of course types shifted as students with disabilities progressed through school. The percentage of academic courses earned decreased with each grade level, while the percentage of vocational credits increased (see figure 3.1). Whereas students who graduated took 62 percent of their courses in academic subjects in grade 9, they took only 45 percent in grade 12. The emphasis on vocational courses increased from 14 percent of credits earned in 9th grade to 35 percent for 12th-graders.

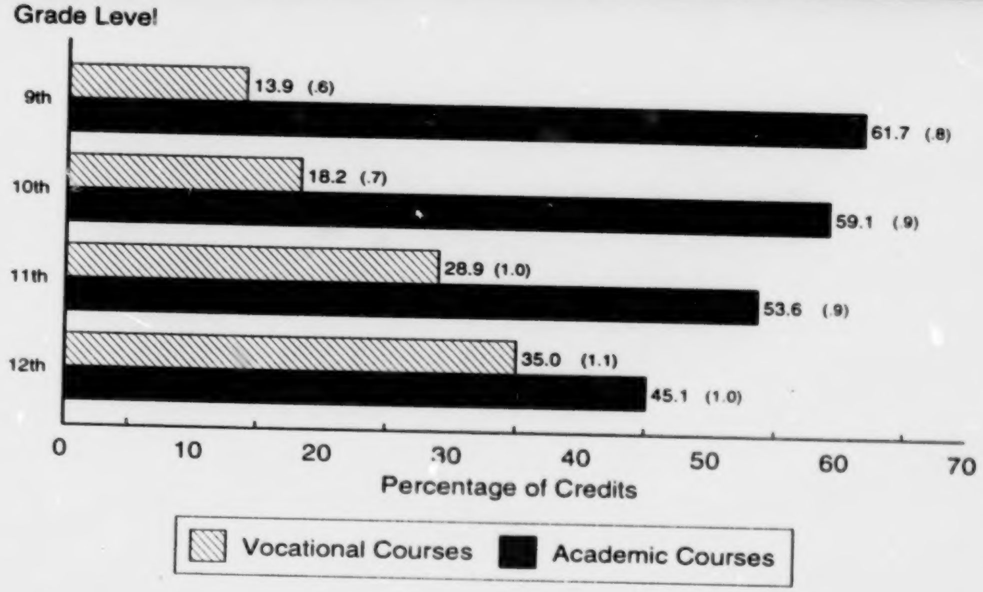
The following sections provide more detailed information on the academic and vocational courses taken by students with disabilities, which were the kinds of courses they usually took in regular secondary schools.

Academic Course-Taking

Virtually all students with disabilities took at least one academic course during each of their four years in high school. As presented in table 3.1, 9th-grade students earned 3.2 credits in academic courses, declining to 2.2 credits in 12th grade ($p<.001$). Students in all disability categories showed a consistent decline in academic course-taking across grade levels, as did students with varying demographic characteristics.

Although almost all students took academic classes, they varied in the number of academic credits they earned. Students with visual impairments earned the most academic credits cumulatively (14.7), followed by those with hearing, speech, or orthopedic impairments (13.5 to 13.9 credits). The students in these disability categories were also significantly more likely to go on to postsecondary education (Marder, 1992). Probably because they had postsecondary education in mind, they tended to surpass the 11 to 12 academic credits required by many States for high school graduation, and instead mirrored more closely the 15 academic credits earned by students without disabilities. Youth with mental retardation, multiple disabilities, learning disabilities,

Figure 3.1 Type of Credits Earned by Graduates at Each Grade Level



Standard errors are in parentheses.

Base: Students with disabilities who graduated from high school and for whom complete transcripts were available. N=2,091.

Source: National Longitudinal Transition Study.

Table 3.1 Academic Credits Earned by Grade Level and Cumulatively

Student Characteristics	Average Academic Credits Earned in Grade:				
	9	10	11	12	9 through 12
All disabilities[a]	3.2 (.1)	3.0 (.1)	2.7 (.1)	2.2 (.1)	12.0 (.2)
Specific learning disability	3.2 (.1)	3.1 (.1)	2.6 (.1)	2.2 (.1)	11.9 (.2)
Serious emotional disturbance	3.0 (.1)	2.7 (.1)	2.7 (.1)	2.1 (.1)	11.8 (.3)
Speech or language impairment	3.5 (.1)	3.5 (.1)	3.3 (.1)	2.6 (.1)	13.5 (.3)
Mental retardation	2.9 (.1)	2.7 (.1)	2.4 (.1)	2.1 (.1)	11.2 (.3)
Visual impairment	3.8 (.1)	3.6 (.1)	3.8 (.1)	2.9 (.1)	14.7 (.4)
Hard of hearing	3.6 (.1)	3.5 (.1)	3.3 (.1)	2.5 (.1)	13.5 (.3)
Deafness	3.8 (.1)	3.6 (.1)	3.2 (.1)	2.6 (.1)	13.5 (.4)
Orthopedic impairment	3.7 (.1)	3.5 (.1)	3.4 (.1)	2.6 (.1)	13.9 (.3)
Other health impairment	3.2 (.1)	3.1 (.2)	3.1 (.2)	2.4 (.1)	12.8 (.5)
Multiple disabilities	3.1 (.2)	2.8 (.2)	2.1 (.2)	2.0 (.2)	11.3 (.7)
Ethnic background					
White	3.3 (.1)	3.2 (.1)	2.7 (.1)	2.2 (.1)	12.2 (.2)
African American	3.1 (.1)	2.8 (.1)	2.5 (.2)	2.2 (.1)	11.6 (.4)
Hispanic	2.7 (.2)	3.0 (.2)	3.0 (.2)	2.4 (.2)	12.7 (.6)
Annual household income					
<$12,000	2.9 (.1)	2.8 (.1)	2.5 (.1)	2.1 (.1)	10.4 (.4)
$12,000-$25,000	3.1 (.1)	3.0 (.1)	2.6 (.1)	2.1 (.1)	10.4 (.3)
>$25,000	3.4 (.1)	3.3 (.1)	2.8 (.1)	2.3 (.1)	12.4 (.2)

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Table 3.1 (cont'd)

	Average Academic Credits Earned in Grade:				
Student Characteristics	9	10	11	12	9 through 12
Sample sizes:					
All disabilities[a]	2,979	2,861	2,773	3,282	2,191
Specific learning disability	548	520	532	652	399
Serious emotional disturbance	299	286	235	278	167
Speech or language impairment	282	261	258	311	215
Mental retardation	418	399	375	451	263
Visual impairment	265	265	250	294	215
Hard of hearing	231	258	259	319	248
Deafness	180	174	180	223	159
Orthopedic impairment	306	292	293	344	240
Other health impairment	200	189	185	194	137
Multiple disabilities	90	91	87	90	70
Ethnicity: White	1,686	1,625	1,631	1,960	1,337
Ethnicity: African American	520	501	448	514	347
Ethnicity: Hispanic	305	291	276	290	215
Income <$12,000	563	531	512	568	390
Income $12,000-$25,000	654	629	618	702	487
Income >$25,000	1,105	1,077	1,083	1,314	903

[a] Each grade level sample includes all students with data for that grade level, whether or not data exist for those same students for other grade levels. The sample for the cumulative measures on tables in this chapter is made up of those students for whom data were available for all four high school grade levels. Students not assigned to grade levels are not included here because they often did not earn academic credits.

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

or emotional disabilities earned the fewest credits (11.2 to 11.9 credits, p<.001 compared with other categories).

Several reasons account for these variations in the number of academic credits earned. The reasons are different for students in different disability categories. Among the four disability categories earning the fewest credits, students classified as having mental retardation or multiple disabilities spent fewer hours in academic courses than students with other disabilities. For example, in 9th grade, students with mental retardation completed 18 hours of academic coursework, compared with 20 hours completed by those with visual impairments (p<.001). In contrast, students with serious emotional disturbance spent about the same amount of time in academic courses as most other students with disabilities, but they were significantly more likely to receive failing grades and therefore did not accumulate credit for the class time invested (Wagner, 1991a).

Students' ethnic background and socioeconomic status also were related to differences in the number of academic credits earned. However, ethnic background seemed to be related to academic course-taking only in the early grades. For example, in 9th grade, white students earned significantly more academic credits than their Hispanic peers (3.3 credits vs. 2.7 credits, p<.01), and in 10th grade, they earned significantly more academic credits than their African American peers (3.2 credits vs. 2.8 credits, p<.01). By the 11th and 12th grades, there were no longer significant differences between white students and others in the number of academic credits earned by students who remained in high school until the upper grades. In contrast, students from wealthier families consistently earned more academic credits each year in high school than did their peers from less wealthy families. Those from wealthier families earned 12.4 academic credits cumulatively, whereas those from families earning $25,000 or less had accumulated 10.4 academic credits (p<.01).

Placement for Academic Classes. In the mid-1980s in regular secondary schools, inclusion in regular education classrooms was a reality for most students with disabilities. As a group, they spent 70 percent of their class time in regular education settings. The degree of inclusion ranged from 87 percent of class time for students with visual impairments to 32 percent of class time for those with multiple disabilities. However, the performance of students with disabilities is likely to be influenced more by the extent of their regular education placement for academic classes than by placement as a whole, which includes regular education settings for physical education or home economics, for example. Thus, this analysis focuses on the percentage of a student's class hours that were spent in regular education academic classes.

Table 3.2 indicates that almost one-fourth (23 percent) of students with disabilities spent 10 percent or less of their class time in regular education academic classes, and about the same percentage (27 percent) spent more than half their class time in those classes, with an average of one-third of their time overall. Wide variation is noted for youth in different disability categories. Students with visual impairments spend the greatest time in regular education academic classes (57 percent of class time, on average), and students with mental retardation or multiple disabilities spend the least time (14 percent and 12 percent; p<.001).

Involvement in regular education classrooms influences the performance of students with disabilities negatively, for several reasons. First, it was the inability to succeed in regular education settings that qualified many students with disabilities for special education originally. Second, regular education classrooms have higher student-to-teacher ratios than special education settings, a fact that potentially reduces the amount of individualized attention students with disabilities might receive there. Specifically, the average regular education academic class in which students with disabilities participated had one teacher and 23 students, two or three of whom were special education students. In contrast, special education classes averaged one teacher, a part-time aide, and nine students with disabilities. Regular education teachers with mainstreamed students reported that 92 percent of students with disabilities in their classes were expected to keep up with other students. Eighty-six percent actually did so. Third, although most students with disabilities received some kind of accommodation in regular education classrooms, the support most frequently reported

Table 3.2 Percentage of Class Time Spent in Regular Education Academic Classes, by Disability Category

Percentage of Class Time in Regular Education Academic Classes	Percentage Spending Percentage of Class Time, Among Primary Disability Category:										
	All Disabilities	Specific Learning Disability	Serious Emotional Disturbance	Speech or Language Impairment	Mental Retardation	Visual Impairment	Hard of Hearing	Deafness	Orthopedic Impairment	Other Health Impairment	Multiple Disabilities
10% or less	22.5 (1.9)	13.8 (2.2)	13.0 (3.4)	12.7 (2.9)	61.9 (3.9)	6.5 (2.2)	16.5 (2.7)	32.8 (4.8)	22.2 (3.5)	15.7 (4.0)	66.1 (7.6)
11% to 35%	27.8 (2.0)	32.1 (3.0)	23.6 (4.3)	7.9 (2.4)	22.9 (3.4)	6.0 (2.1)	19.1 (3.9)	21.0 (4.2)	13.1 (2.9)	19.7 (4.4)	17.8 (6.1)
36% to 50%	22.6 (1.9)	27.8 (2.9)	25.0 (4.4)	16.9 (3.3)	6.7 (2.0)	12.2 (2.9)	15.1 (2.6)	23.2 (4.4)	13.4 (2.9)	11.2 (3.5)	7.1 (4.1)
More than 50%	27.1 (2.0)	26.3 (2.8)	38.4 (4.9)	62.5 (4.2)	8.6 (2.2)	75.3 (3.8)	49.4 (3.6)	23.0 (4.3)	51.3 (4.2)	53.4 (5.5)	9.0 (4.6)
Sample sizes	2,175	393	164	215	261	215	319	158	239	137	70

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

was monitoring of the student by a special education teacher. Direct support to the student was less common. For example, only 35 percent of students with disabilities who were mainstreamed received tutoring, and just 27 percent received extra one-on-one instruction. Many students without disabilities find the regular education classroom a difficult environment in which to succeed. For students with disabilities, the problem can be exacerbated by the lack of appropriate accommodations.

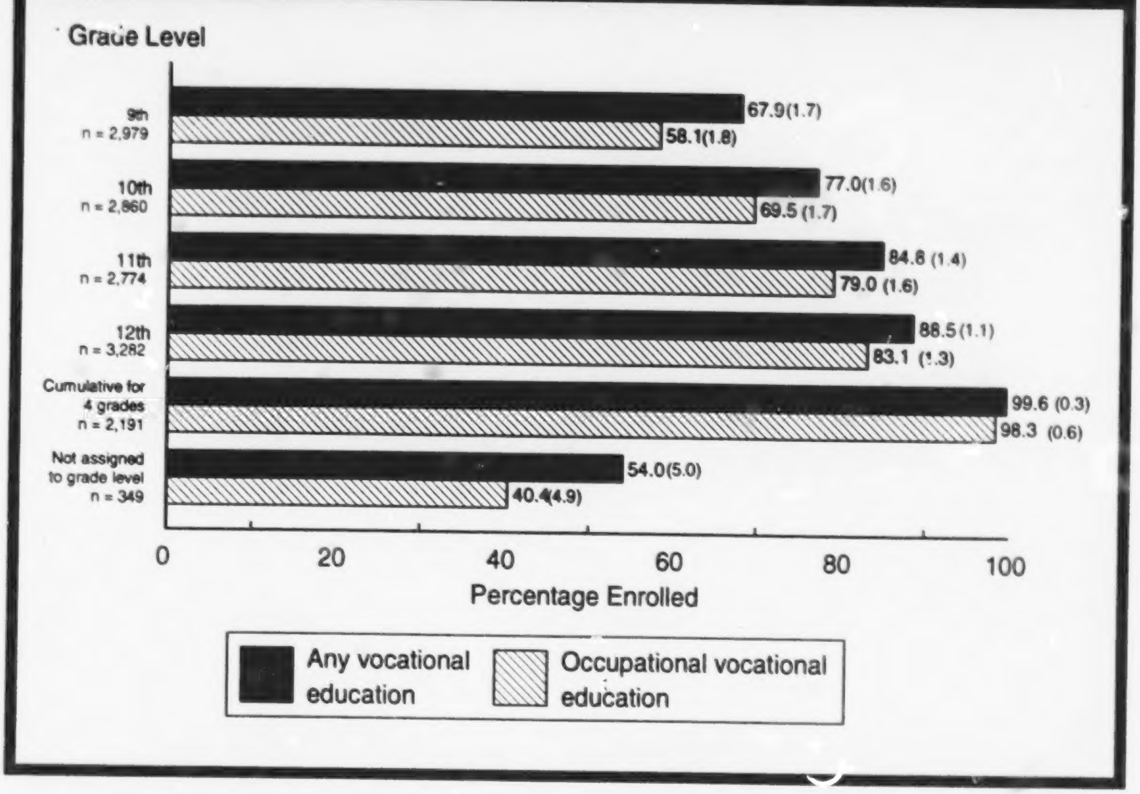
Vocational Course-Taking

One objective of secondary vocational education is "motivating students to remain in school" (Catterall & Stern, 1986; Weber & Mertens, 1987). In the general population there is evidence that, for students who remain in school until 11th grade, vocational education may provide curricular options that better fit the goals and interests of students who are not college-bound (Lotto, 1988). Earlier NLTS analyses, based on school records only for students' most recent year in school, also suggest that occupational vocational education may decrease the likelihood of a student dropping out, as well as a benefit other aspects of students' school performance (Wagner, 1991c). Among 12th-graders with transition plans for their post-school years, employment was the transition goal for 68 percent of students; 23 percent had college as a post-school transition goal (Cameto, 1993). Among youth with disabilities who had been out of school up to two years, 46 percent were working competitively for pay (D'Amico & Blackorby, 1992), whereas only 5 percent were attending a two-year or four-year college (Butler-Nalin & Wagner, 1991).

Figure 3.2 depicts the rate at which students with disabilities took at least one vocational education class, by grade level and cumulatively. Nearly all students assigned to a grade level took a vocational education class at some point during high school. Moreover, many students with disabilities had experiences in vocational education early in high school: 68 percent of 9th-graders and 77 percent of 10th-graders took some vocational education. The number of students who participated increased throughout secondary school -- 89 percent of 12th-graders took at least one vocational course. On the other hand, only 54 percent of students not assigned to a grade level took vocational education classes. For students with disabilities, vocational education has expanded beyond its traditional role as an elective category available primarily to students in their later years of high school.

Figure 3.2 also depicts the extent of participation in occupationally oriented vocational education (i.e., training in specific job skills, not more general job-readiness skills), by grade level and cumulatively for students with disabilities. In their first year of high school, 58 percent of students with disabilities had taken at least one occupational vocational education class. The number of students exposed to occupational vocational education increased with each successive year of secondary school. Cumulatively, nearly all students with disabilities had some kind of occupational vocational education.

Figure 3.2 Vocational Course-Taking, by Grade Level



Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

Students' experiences with vocational education vary considerably. Vocational education and its relationship to school performance can be analyzed by considering two factors: intensity of instruction and participation in work experience as a component of vocational education.

Intensity of instruction. Students in secondary schools had the opportunity to become "concentrators" in a vocational content area by taking four or more semesters of instruction in a particular area (e.g., agriculture). Some hypothesize that this concentration of instruction builds the skills that will later translate into success in the labor market. Thus, students who were concentrators may see the value of their school experiences more than other students, be absent less, and have a lower dropout rate than if they did not have a concentration in vocational education.

However, concentrating in vocational education was not common. The majority of students participated in survey vocational classes, regardless of grade level (e.g., 77 percent of students in 9th grade had taken survey courses only; 62 percent of those in 12th grade had done so). However, the rate at which students concentrated in vocational education rose steadily from 4 percent through 10th grade to 34 percent through 12th grade. Thus, by the end of high school, one in three students with disabilities had taken four or more courses in a single vocational education area. These students may have a more coherent job-related skill base than their peers whose vocational experiences were not as focused.

Table 3.3 depicts the degree of concentration in vocational education through 10th, 11th, and 12th grades by disability category. Through 12th grade, students with learning disabilities were the most likely to have concentrated in a vocational content area (40 percent), a significantly higher rate of concentration than peers with multiple disabilities (17 percent) or visual impairments (19 percent). Students with learning disabilities also were more likely to have concentrated in vocational education earlier. By 11th grade, 22 percent of students with learning disabilities were concentrators, compared with 13 percent or fewer of students in any other category. Thus, youth with learning disabilities attended and earned credits in related concentrations of vocational classes earlier than peers in other categories.

Several variations in vocational concentration by demographic factors are significant and relatively stable over time (table 3.4). For example, female students were significantly less likely than males at all grade levels to concentrate or participate in vocational education. Similarly, African American students were significantly less likely than white peers to receive vocational education through 10th grade and to take concentrations of vocational education through each of the three years. There is not a strong association between household income and concentration in vocational education. White students and male students had greater attendance than other groups in "concentrated" vocational courses. Thus, they may have a better job-oriented skill base than peers with less vocational experience.

Work experience. Since the early days of the transition movement, practitioners have stressed the importance of work experience for students with disabilities. Much research has suggested that students who had paid work experience during secondary school were more likely than students without such experience to find jobs for pay after leaving school (Hasazi, Gordon, & Roe, 1985). Earlier NLTS findings support this conclusion (D'Amico, 1991), suggesting that students who had work-study jobs in secondary school were 14 percentage points more likely than students without that experience to have found paid competitive jobs when they had been out of school up to two years. Proponents also suggest that work experience, as part of a vocational education curriculum, further demonstrates the relevance of the vocational curriculum to students and increases student engagement in school.

Others contend, however, that the effects of working during school might be detrimental for students in that hours spent working are not spent doing homework. They also contend that the attractiveness of "premature prosperity" might make staying in school seem less advantageous than leaving school to work full time. However, the

Table 3.3 Vocational Course-Taking, by Disability Category

	Primary Disability Category:									
Enrollment and Grade Level	Specific Learning Disability	Serious Emotional Disturbance	Speech or Language Impairment	Mental Retardation	Visual Impairment	Hard of Hearing	Deafness	Orthopedic Impairment	Other Health Impairment	Multiple Disabilities
Percentage taking no vocational education through:										
10th grade	9.4 (1.7)	16.4 (3.1)	11.6 (2.6)	10.3 (2.1)	21.2 (3.4)	16.4 (2.6)	14.2 (3.5)	22.0 (3.2)	8.6 (2.7)	11.7 (4.8)
11th grade	1.2 (.7)	4.7 (1.9)	5.0 (1.8)	2.5 (1.1)	10.8 (2.7)	7.4 (1.8)	2.5 (1.5)	8.7 (2.3)	3.6 (1.9)	3.0 (2.6)
12th grade	.8 (.6)	.6 (.8)	1.7 (1.1)	2.3 (1.2)	4.2 (1.8)	2.5 (1.1)	2.2 (1.5)	2.9 (1.4)	4.2 (2.2)	7.9 (4.3)
Percentage taking prevocational courses only through:										
10th grade	5.2 (1.3)	9.0 (2.4)	8.1 (2.2)	15.1 (2.5)	10.3 (2.5)	9.4 (2.0)	5.2 (2.2)	11.8 (2.5)	10.5 (3.0)	31.5 (6.9)
11th grade	4.6 (1.3)	4.2 (1.8)	4.5 (1.7)	10.1 (2.2)	6.8 (2.2)	3.9 (1.4)	4.3 (2.0)	8.7 (2.3)	9.9 (3.1)	27.2 (6.9)
12th grade	1.9 (.9)	1.9 (1.4)	3.9 (1.7)	5.8 (1.9)	4.7 (1.9)	2.9 (1.2)	.7 (.8)	5.6 (1.9)	5.5 (2.5)	15.8 (5.9)
Percentage taking survey courses (no concentration) through:										
10th grade	79.8 (2.3)	71.5 (3.8)	76.2 (3.5)	73.2 (3.1)	65.9 (3.9)	71.6 (3.1)	78.2 (4.1)	64.3 (3.7)	78.3 (4.0)	56.8 (7.4)
11th grade	72.2 (2.7)	78.9 (3.7)	77.3 (3.5)	78.3 (3.0)	72.9 (3.8)	77.5 (2.9)	86.6 (3.4)	74.0 (3.6)	76.9 (4.3)	63.1 (7.4)
12th grade	57.0 (3.2)	71.2 (4.5)	64.6 (4.2)	71.0 (3.6)	72.0 (4.0)	68.2 (3.4)	73.9 (4.5)	70.8 (3.8)	66.5 (5.2)	59.8 (7.9)

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Table 3.3 (cont'd)

Enrollment and Grade Level	Primary Disability Category: Specific Learning Disability	Serious Emotional Disturbance	Speech or Language Impairment	Mental Retardation	Visual Impairment	Hard of Hearing	Deafness	Orthopedic Impairment	Other Health Impairment	Multiple Disabilities
Percentage taking concentration through:										
10th grade	5.5 (1.3)	3.0 (1.4)	4.0 (1.6)	1.3 (.8)	2.6 (1.3)	2.6 (1.1)	2.4 (1.5)	1.9 (1.1)	2.6 (1.6)	.0 (.0)
11th grade	22.0 (2.5)	12.1 (3.0)	13.3 (2.9)	9.1 (2.1)	9.5 (2.5)	11.1 (2.2)	6.6 (2.5)	8.6 (2.3)	9.6 (3.0)	6.6 (3.8)
12th grade	40.3 (3.1)	26.4 (4.4)	29.8 (4.0)	20.9 (3.2)	19.1 (3.5)	26.5 (3.2)	23.2 (4.3)	20.7 (3.4)	23.9 (4.7)	16.5 (6.0)
Sample sizes:										
10th grade	479	237	247	347	246	355	172	277	176	81
11th grade	443	198	231	316	228	342	169	258	160	76
12th grade	399	167	215	263	215	322	159	240	137	70

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

Table 3.4 Concentration in Vocational Education, by Demographic Characteristics

Enrollment and Grade Level	Gender		Ethnic Background		
	Male	Female	White	African American	Hispanic
Percentage of students taking no vocational education through:					
10th grade	8.5 (1.3)	15.2 (2.5)	9.3 (1.5)	16.4 (3.6)	10.1 (4.8)
11th grade	1.1 (.5)	4.3 (1.5)	1.8 (.7)	3.1 (1.8)	1.9 (2.3)
12th grade	.6 (.4)	2.5 (1.2)	1.3 (.6)	.2 (.5)	2.3 (2.7)
Percentage of students taking prevocational courses only through:					
10th grade	5.2 (1.1)	7.4 (1.9)	4.5 (1.1)	7.2 (2.6)	10.6 (5.2)
11th grade	7.3 (1.3)	9.2 (2.0)	5.4 (1.1)	12.5 (3.2)	14.2 (5.5)
12th grade	2.8 (.9)	2.9 (1.3)	1.9 (.8)	4.4 (2.3)	6.7 (4.6)
Percentage of students taking survey courses (no concentration) through:					
10th grade	78.9 (2.0)	73.4 (3.1)	79.9 (2.0)	69.9 (4.4)	65.4 (7.5)
11th grade	71.9 (2.3)	79.4 (3.0)	71.6 (2.4)	84.6 (3.7)	70.3 (7.7)
12th grade	56.8 (2.7)	71.4 (3.5)	59.2 (2.7)	79.0 (4.5)	51.4 (9.2)
Percentage of students taking concentration through:					
10th grade	5.3 (1.1)	2.2 (1.0)	5.4 (1.1)	1.3 (1.1)	10.3 (4.8)
11th grade	21.8 (2.1)	8.9 (2.1)	22.1 (2.2)	5.0 (2.2)	17.1 (6.4)
12th grade	39.7 (2.7)	23.2 (3.3)	37.6 (2.7)	16.5 (4.1)	39.6 (9.0)
Sample sizes:					
10th grade	1,598	1,022	1,537	437	269
11th grade	1,473	951	1,448	393	244
12th grade	1,319	872	1,337	347	215

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

NLTS found no relationship between having a paid job in a given school year and school performance in that year (Wagner, 1991a).

Table 3.5 indicates that although 39 percent of students with disabilities overall had some exposure to work experience programs during high school, students with mental retardation (45 percent) and students with multiple disabilities (50 percent) were significantly more likely than peers with speech impairments (32 percent) or visual impairments (27 percent), serious emotional disturbance (30 percent), or students who were hard of hearing (34 percent) to receive this kind of training. These estimates are somewhat higher than those reported in the National High School Transcript Study, which reported that students earned 17 percent of vocational education credits through work experience programs (Hayward & Wirt, 1989). However, NLTS estimates are lower than those of Benz (in press), who reports that 54 percent of students took work experience programs.

Demographic characteristics, on the other hand, do not appear related to the likelihood of participation in work experience programs. Gender, for example, does not appear related to work experience, nor does household income. However, white students had work experience in greater numbers than their African American or Hispanic peers ($p<.05$).

ABSENTEEISM, GRADES, AND DROPOUT RATES OF STUDENTS WITH DISABILITIES ATTENDING SECONDARY SCHOOL

The preceding section described variations in the programs of students with disabilities who attended regular secondary schools. The performance of those students varied widely. This section describes the absenteeism, grades, and dropout rates of students with disabilities and the impact these factors have on student performance.

Absenteeism

The problem of absenteeism in the general student population is well documented. High levels of absenteeism are associated with a host of negative results, including lower grades and increased probability of a failure to complete a secondary education (Thornton & Zigmond, 1987; Wagner, 1991a). These factors, in turn, have documented negative effects on post-school adjustment measures (Rumberger, 1987; Wagner, Blackorby, Cameto, and Newman, 1994). Extreme levels of voluntary absenteeism can symbolize students' disconnectedness from school and the educational process as a whole. Regardless of whether voluntary or involuntary due to illness, substantial absenteeism makes it difficult to complete class requirements and receive passing grades and deprives students of some of their educational experience (Wehlage et al., 1989).

Table 3.5 Enrollment in Work Experience Programs

	Percentage Enrolled in Work Experience Programs	Standard Error	n
All disabilities[a]	38.8	1.5	4,320
Disability Categories			
Specific learning disability	38.7	2.2	819
Serious emotional disturbance	29.7	2.9	420
Speech or language impairment	32.4	3.1	381
Mental retardation	44.9	2.5	660
Visual impairment	26.9	3.1	357
Hard of hearing	33.5	2.7	528
Deafness	39.7	4.1	247
Orthopedic impairment	40.4	3.1	435
Other health impairment	38.0	3.8	279
Multiple disabilities	49.6	4.9	186
Demographic Characteristics			
Gender			
Male	38.0	1.8	2,647
Female	40.9	2.6	1,668
Ethnic Background			
White	42.7	1.9	2,616
African American	34.7	3.3	805
Hispanic	33.7	5.9	419
Household Income			
<$12,000	38.9	3.2	881
$12,000-$25,000	41.0	3.0	1,032
>$25,000	43.8	2.5	1,685

[a] All disabilities includes youth in each of the 11 Federally defined disability categories. Percentages are reported separately only for categories with at least 25 students.

Source: National Longitudinal Transition Study.

To what degree were students with disabilities absent from secondary school? On average, students who remained in high school for four grade levels missed nearly three weeks of school per year. Table 3.6 shows that students missed 15 days each in 9th and 10th grades, 16 days in 11th grade, and 14.5 days in 12th grade. Students who were not assigned to a grade level were absent an average of 16 days annually. However, these averages mask widely varying levels of absenteeism. Approximately one-half of students with disabilities missed 10 or fewer days of school per year, and about another one-fourth missed between 2 and 3 weeks. Between 21 percent and 25 percent of students missed 4 weeks or more of the typical 39 weeks of school. Thus, substantial numbers of students with disabilities missed a sizeable portion of their educational time each year of high school. Further, the level of absenteeism among students with disabilities is somewhat larger than that in the general population. Jones et al. (1983) found that 17 percent of students in the general population missed more than 4 weeks of school per year.

Average absenteeism differed significantly for students in different disability categories. Students with serious emotional disturbance (SED) or other health impairments missed more school than their peers in most other disability categories. On the other hand, students with sensory or speech impairments typically missed less school than students in other categories. In 9th grade, students with SED averaged significantly more absences than students who were hard of hearing (18 days vs. 11 days; p<.05). Students with health impairments also missed a considerable amount of school (16 days on average, probably because of illness or medical treatments). In contrast, students with SED were more likely than other students to evidence a variety of indicators of disconnectedness from school (e.g., low rates of school group membership and high rates of affiliation with friends outside of school; (Newman, 1991). This finding suggests that their absenteeism was more likely to be voluntary, which is another indicator of disassociation from school.

Ethnic group membership appears to be strongly related to absenteeism. African American and Hispanic students were absent more often than their white peers in 9th grade (19 days vs. 12 days; p<.05). The difference in absenteeism between African American and white students is consistent across grade levels. However, the Hispanic students who stayed in school missed fewer days later in high school (e.g. 14 days in 12th grade vs. 19 days in 9th grade) and were more similar to white students than to their African American peers in 11th and 12th grades. These findings largely resemble findings in the general population, in which African American students missed more school than their white counterparts (NCES, 1984).

Students from wealthier households tended to miss fewer days of school than their less wealthy peers. Students from households earning more than $25,000 annually missed 11 days of school in 9th grade, significantly fewer than the 19 days missed by their peers from families earning less than $12,000 annually (p<.05). This difference is consistent with other research that suggests that absenteeism is more prevalent among students from economically disadvantaged backgrounds (Bachman, 1970; Scott-Jones, 1984; Wilson, 1987).

Table 3.6 Average Days Absent from School

Student Characteristics	Average Days Absent in Grade: 9	10	11	12	9 through 12
All disabilities[a]	14.8 (.9)	15.0 (.7)	16.4 (.9)	14.5 (.6)	13.1 (.6)
Specific learning disability	14.2 (1.2)	14.5 (1.0)	16.6 (1.0)	14.7 (.9)	13.4 (.8)
Serious emotional disturbance	17.9 (2.2)	18.1 (1.9)	19.7 (2.1)	17.9 (1.6)	15.3 (1.5)
Speech or language impairment	11.0 (2.3)	12.6 (1.6)	12.5 (2.0)	11.4 (1.1)	10.5 (1.2)
Mental retardation	16.3 (2.5)	15.3 (1.4)	15.9 (1.5)	13.3 (1.1)	11.7 (1.0)
Visual impairment	11.8 (1.5)	13.0 (1.5)	11.9 (1.4)	12.8 (1.3)	11.2 (1.1)
Hard of hearing	10.8 (1.1)	10.6 (.9)	12.4 (1.2)	11.4 (.9)	10.6 (.8)
Deafness	9.5 (1.2)	10.1 (1.2)	12.8 (1.8)	11.5 (1.2)	10.7 (1.1)
Orthopedic impairment	13.5 (1.7)	16.6 (1.9)	13.2 (1.4)	13.1 (1.2)	12.7 (1.0)
Other health impairment	16.3 (2.5)	21.5 (3.3)	18.0 (2.1)	17.7 (2.1)	15.3 (2.4)
Multiple disabilities	14.6 (2.9)	14.6 (3.2)	14.0 (2.5)	10.9 (1.7)	11.5 (1.8)
Ethnic background					
White	12.3 (1.0)	13.3 (9.7)	15.1 (1.0)	13.2 (.7)	12.2 (.7)
African American	18.6 (2.2)	18.6 (1.8)	18.8 (2.2)	19.1 (2.0)	16.5 (1.8)
Hispanic	18.8 (4.2)	15.8 (4.4)	14.7 (3.8)	13.9 (3.1)	11.2 (2.2)
Annual household income					
<$12,000	18.8 (2.4)	20.0 (2.0)	20.2 (2.2)	16.9 (1.8)	16.8 (1.6)
$12,000-$25,000	14.9 (1.6)	15.9 (1.6)	16.8 (1.8)	14.5 (1.3)	13.5 (1.6)
>$25,000	10.9 (1.2)	11.2 (1.0)	12.9 (1.2)	11.7 (.7)	10.4 (.7)

–Continued

Table 3.6 (cont'd)

Student Characteristics	Average Days Absent in Grade:				
	9	10	11	12	9 through 12
Samples sizes:					
All disabilities[a]	1,900	1,979	1,985	2,442	1,692
Specific learning disability	383	391	416	522	336
Serious emotional disturbance	186	197	166	208	132
Speech or language impairment	172	171	174	232	162
Mental retardation	300	295	290	348	217
Visual impairment	179	189	180	222	162
Hard of hearing	231	258	259	319	248
Deafness	116	122	123	162	119
Orthopedic impairment	177	179	191	233	167
Other health impairment	98	113	124	132	98
Multiple disabilities	55	59	57	58	47
Ethnicity: White	1,098	1,149	1,202	1,492	1,707
Ethnicity: African American	371	378	333	394	280
Ethnicity: Hispanic	131	149	148	166	124
Income <$12,000	361	364	354	416	290
Income $12,000-$25,000	404	431	447	526	379
Income >$25,000	712	756	780	970	703

[a] Each grade level sample includes all students with data for that grade level, whether or not data exist for those same students for other grade levels. The sample for the cumulative measures on tables in this chapter is made up of those students for whom data were available for all four high school grade levels. Students not assigned to grade levels are not included here because they often did not earn academic credits.

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

Grade Performance

Students with disabilities who completed four years of high school earned a cumulative grade point average GPA of 2.3 (table 3.7).[4] This GPA is about one-half of a grade below the national average of 2.6 earned by typical students in the 1980 sophomore class (NCES, 1984). Students with disabilities demonstrated an increase in GPA at succeeding grade levels.

Table 3.7 also shows the percentage of students with disabilities who failed at least one class at each grade level and cumulatively over the four years they spent in secondary school. A majority of students with disabilities experienced some failure in high school;

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[4] Readers should remember that not all students with disabilities received grades in high school. Overall, 11 percent of students with disabilities did not receive grades. Figures ranged from 2 percent of students with speech impairments to 56 percent of students with multiple disabilities.

Table 3.7 Grade Performance, by Disability Category

Grade Level	Primary Disability Category:										
	All Disabilities[a/]	Specific Learning Disability	Serious Emotional Disturbance	Speech or Language Impairment	Mental Retardation	Visual Impairment	Hard of Hearing	Deafness	Orthopedic Impairment	Other Health Impairment	Multiple Disabilities
GPA for students in:											
9th grade	2.0 (<.1)	1.9 (<.1)	1.7 (.1)	2.1 (.1)	2.0 (.1)	2.4 (.1)	2.3 (.1)	2.6 (.1)	2.5 (.1)	2.1 (.1)	2.1 (.1)
10th grade	2.0 (<.1)	1.9 (<.1)	1.7 (.1)	2.2 (.1)	2.1 (.1)	2.3 (.1)	2.3 (.1)	2.5 (.1)	2.4 (.1)	2.0 (.1)	2.2 (.1)
11th grade	2.1 (<.1)	2.0 (<.1)	1.9 (.1)	2.2 (.1)	2.2 (.1)	2.4 (.1)	2.4 (.1)	2.6 (.1)	2.4 (.1)	2.2 (.1)	2.3 (.1)
12th grade	2.3 (<.1)	2.3 (<.1)	2.1 (.1)	2.6 (.1)	2.4 (<.1)	2.6 (.1)	2.6 (<.1)	2.7 (.1)	2.6 (.1)	2.5 (.1)	2.6 (.1)
Cumulative	2.3 (<.1)	2.3 (.1)	2.2 (.1)	2.6 (.1)	2.4 (.1)	2.6 (.1)	2.6 (<.1)	2.7 (.1)	2.6 (.1)	2.5 (.1)	2.7 (.1)
Percentage failing a course in:											
9th grade	42.7 (1.8)	44.6 (2.7)	56.5 (3.7)	39.7 (3.7)	33.5 (3.0)	29.6 (3.6)	31.1 (3.1)	21.8 (4.0)	27.0 (3.3)	40.9 (4.5)	30.3 (6.5)
10th grade	43.9 (1.9)	44.8 (2.8)	56.7 (3.8)	38.2 (3.9)	37.3 (3.1)	30.9 (3.7)	34.9 (3.2)	27.0 (4.4)	32.8 (3.6)	55.9 (4.7)	34 8 (6.7)
11th grade	37.5 (1.9)	38.7 (2.7)	54.1 (4.2)	34.3 (3.8)	28.5 (3.0)	30.6 (3.8)	30.4 (3.1)	22.9 (4.1)	29.4 (3.5)	43.3 (4.7)	16.7 (5.3)
12th grade	23.1 (1.5)	24.1 (2.2)	30.4 (3.6)	19.0 (2.9)	18.3 (2.4)	24.6 (3.3)	16.9 (2.4)	14.7 (3.1)	15.3 (2.6)	28.8 (4.3)	14.9 (5.1)
Cumulative	62.2 (2.2)	65.1 (3.1)	77.4 (4.2)	56.4 (4.3)	48.5 (4.0)	53.5 (4.4)	54.2 (3.6)	44.1 (5.1)	50.7 (4.2)	65.7 (5.2)	50.0 (8.0)

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Table 3.7 (cont'd)

Grade Level	Primary Disability Category:										
	All Disabilities[a]	Learning Disability	Serious Emotional Disturbance	Speech Impairment	Mental Retardation	Visual Impairment	Hard of Hearing	Deafness	Orthopedic Impairment	Other Health Impairment	Multiple Disabilities
Sample sizes:											
9th grade	2,979	548	299	282	418	265	387	180	306	200	90
10th grade	2,859	520	286	261	399	265	377	174	292	189	91
11th grade	2,771	532	235	258	375	250	371	180	293	185	87
12th grade	3,273	652	278	311	451	294	430	223	344	194	90
Cumulative	2,191	399	167	215	263	215	322	159	240	137	70

[a] All disabilities includes youth in each of the 11 Federally defined disability categories. Percentages are reported separately only for categories with at least 15 students.

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

62 percent failed at least one class at some point. These experiences of course failure tended to occur early in secondary school; 43 percent and 44 percent of 9th and 10th grade students with disabilities failed one or more classes at those grade levels. The percentages of students with disabilities who failed classes decreased in 11th grade (38 percent) and in 12th grade (23 percent). This change is consistent with the rising GPA in the upper grades.

At least three factors may help explain the apparent improvement in grade performance over time. First, like other students who were not academically successful, students with disabilities who did not do well were more likely to drop out of school (Wagner, 1991a; Zigmond, 1987), leaving their more academically successful peers in the later grade levels (Peng & Takai, 1987). Second, it is plausible that 12th-graders may be subject to more lenient grading standards because they are close to graduation. Third, it is also possible that 11th and 12th graders may have completed more of their required courses and performed better in their electives.

Improving grade performance at succeeding grade levels occurred consistently for students in all disability categories. Between 9th and 12th grades, GPA increases ranged from 0.1 grade point for students who were deaf or hard of hearing or with orthopedic impairments to 0.5 grade point for students with speech or language impairments or multiple disabilities. Similarly, the percentage of students failing one or more courses dropped almost 20 percentage points for students overall. Decreases in course failure rates between 9th and 12th grades ranged from 5 percentage points for students with visual impairments (whose rate of course failure was low) to 26 percentage points for students with SED (whose rate was high).

Further, students in different disability categories earned quite different grades. Cumulative GPAs ranged from 2.2 to 2.7. Students who were deaf or hard of hearing or with orthopedic impairments consistently earned the highest GPAs and had among the lowest course failure rates, whereas students with learning disabilities or SED tended to earn lower GPAs and fail more often. The cumulative grade point averages of students who were deaf (2.7) and students with orthopedic impairments (2.6), for example, were significantly higher than those of their peers with emotional disturbance and learning disabilities. Despite relatively low GPAs for students in some categories, the GPAs for students in six disability categories were equal to or higher than the 2.6 earned by students in the general population.

Female students with disabilities consistently earned higher GPAs and were less likely to fail courses than their male peers (table 3.8). The GPA differences typically are small (0.1 to 0.2 grade point), as are differences in failure rates (from 4 percentage points in 12th grade to 12 percentage points in 11th grade, p<.01), but they are prevalent across all four grade levels.

Ethnic group membership is related to academic performance in the general population (Alexander, Cook, and McDill, 1978; Rumberger, 1983), as well as among students with disabilities. Cumulatively, white students earned higher GPAs and were less likely to

Table 3.8 Grade Performance, by Selected Student Characteristics

Grade Level	Gender		Ethnic Background			Household Income		
	Male	Female	White	Black	Hispanic	<$12,000	$12,000-$25,000	>$25,000
GPA for students in:								
9th grade	1.9 (<.1)	2.1 (.1)	2.1 (<.1)	1.7 (.1)	1.8 (.1)	1.8 (.1)	1.9 (.1)	2.1 (<.1)
10th grade	1.9 (<.1)	2.1 (.1)	2.1 (<.1)	1.7 (.1)	2.0 (.1)	1.9 (.1)	1.9 (.1)	2.1 (<.1)
11th grade	2.0 (<.1)	2.2 (.1)	2.1 (<.1)	1.8 (.1)	2.2 (.1)	2.0 (.1)	2.1 (.1)	2.1 (.1)
12th grade	2.3 (<.1)	2.5 (<.1)	2.4 (<.1)	2.1 (.1)	2.5 (.1)	2.3 (.1)	2.3 (.1)	2.4 (<.1)
Cumulative	2.3 (<.1)	2.4 (.1)	2.4 (<.1)	2.0 (.1)	2.5 (.1)	2.2 (.1)	2.3 (.1)	2.4 (.1)
Percentage of students failing course(s) in:								
9th grade	45.0 (2.2)	37.6 (3.1)	35.6 (2.3)	56.4 (4.3)	56.6 (7.2)	46.9 (4.2)	46.7 (3.9)	35.9 (3.0)
10th grade	45.6 (2.3)	40.1 (3.2)	37.3 (2.4)	56.9 (4.4)	52.0 (7.5)	47.8 (4.3)	46.5 (4.0)	36.6 (3.1)
11th grade	41.3 (2.3)	29.1 (3.1)	32.9 (2.3)	54.3 (4.8)	30.9 (7.3)	43.7 (4.4)	37.8 (3.9)	33.5 (3.0)
12th grade	24.3 (1.8)	20.3 (2.6)	21.1 (1.8)	33.7 (4.3)	20.3 (6.2)	26.7 (3.8)	23.7 (3.3)	21.7 (2.4)
Cumulative	64.2 (2.6)	58.1 (3.9)	57.6 (2.7)	75.6 (4.7)	68.2 (8.5)	70.1 (4.8)	68.2 (4.3)	56.7 (3.5)

--Continued

Table 3.8 (cont'd)

	Gender		Ethnic Background			Household Income		
Grade Level	Male	Female	White	Black	Hispanic	<$12,000	$12,000-$25,000	>$25,000
Sample sizes:								
9th grade	1,821	1,155	1,686	520	305	563	654	1,105
10th grade	1,756	1,101	1,625	501	291	531	629	1,077
11th grade	1,686	1,081	1,631	448	276	512	618	1,083
12th grade	1,977	1,292	1,960	514	290	568	702	1,314
Cumulative	1,319	872	1,337	347	215	390	487	903

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

fail courses than their African American peers (2.4 vs. 2.0 for GPAs; 58 percent vs. 76 percent failure rates, p<.001). The differences between these two groups are particularly noticeable at the lower grade levels.

Comparisons of the performance of Hispanic students with disabilities with that of students from other ethnic groups are less clear. In 9th grade, for example, Hispanic students -- like African Americans – earned lower GPAs than white peers (1.8 vs. 2.1, p<.01). In subsequent years, however, the Hispanic students' pattern was very different from that of their African American peers. Indeed, the Hispanic students appeared to catch up to white students, so that by 12th grade their average GPA exceeded that of their white peers. A similar pattern exists for course failure rates. These results are similar to some studies and different from others that have investigated academic performance across ethnic groups. The observed changes over time may be related to a differential dropout rate across ethnic groups. It may be that Hispanic students who failed early in high school dropped out then, and those who remained were more capable. Also, the controversy over application of differential grading practices to students from different ethnic backgrounds may need to be considered. Nevertheless, in this study it is clear that the average GPAs of Hispanic students with disabilities climbed steadily during their high school careers, while their overall rate of course failure declined.

Table 3.8 further suggests that there is a modest but unwavering pattern for students from higher income households to earn higher GPAs and to have lower course failure rates than other students. The GPA differences, however, are small throughout and are statistically significant only in the 9th grade. Differences in course failure rates are more substantial. Cumulatively, 57 percent of students from families earning more than $25,000 per year failed one or more classes, compared with 68 percent and 70 percent of students in lower income categories (p<.05). Although this pattern applies in all four years of secondary school, the relationships are strongest in the first two years of high school. As was the case in other performance categories, it is possible that these differences represent performance differences, behaviors, or standards, or they may simply mean that some students failed classes early on and dropped out, leaving the more successful students in the later grades.

Dropping Out

Students who do not complete their secondary schooling face a difficult world as adults (Lichtenstein, 1993; Thornton & Zigmond, 1987; Wagner, Blackorby, Cameto, & Newman, 1994). Their experiences are characterized by lower levels of employment and wages and by higher rates of problems with the law.

Approximately 30 percent of students with disabilities who had been enrolled in 9th through 12th grades failed to complete their secondary schooling. Earlier NLTS findings showed that approximately 8 percent of students with disabilities dropped out of school before enrolling in 9th grade (Wagner, 1991b). The estimate of a 38 percent dropout rate is consistent with estimates from other local and State studies that found dropout rates to be in the 35 percent to 45 percent range (Blackorby, Edgar, & Kortering, 1991; Hasazi, Gordon, & Roe, 1985; Zigmond & Thornton, 1987).

If students with disabilities progressed to high school, they tended to stay in high school until they were the same age as typical students who graduated. The average age at which high school students with disabilities dropped out was 18. For graduation, the average age was 19. Yet dropouts had relatively little to show for their several high school years. On average, they dropped out with fewer than 10 credits, despite having been in school until age 18.

Disability category is an important factor influencing the likelihood of completing secondary school (table 3.9). As was the case in a number of performance measures, students with emotional disturbances were far more likely than their peers in any other disability category to drop out of school (e.g., cumulatively, 48 percent among those ever enrolled in high school; at least $p<.01$). In addition, students with mental retardation, learning disabilities, other health impairments, or speech impairments dropped out in substantial numbers (from 23 percent to 30 percent). Students with hearing or visual impairments or multiple disabilities were least likely to drop out (11 percent to 15 percent).

Demographic factors also were related to the failure to complete secondary school. Although students of both genders appear to have left school in equal numbers overall and at each grade level, both ethnic background and household income were related to the rate at which students with disabilities dropped out (table 3.10). White students dropped out in smaller numbers than their African American or Hispanic peers (25 percent vs. 39 percent and 34 percent; $p<.01$). Students from families with higher incomes dropped out less often than their peers from families of lesser means (23 percent of students from families earning more than $25,000 per year, compared with 31 percent and 37 percent from families earning between $12,000 and $25,000 and less than $12,000, respectively). These findings are consistent with much previous research that poor students and students from minority groups are at greater risk for dropping out of school.

THE RELATIONSHIP OF SCHOOL PROGRAMS TO STUDENT PERFORMANCE

The NLTS has been guided since its inception by a conceptual framework that illustrates the complex interplay of factors that shape students' performance. Individual and household characteristics, including parent involvement and expectations, have powerful influences on how well students perform in school (Wagner, Blackorby, & Hebbeler, 1993). Yet schools share responsibility, along with parents and students, for student performance. This section describes the significant relationships between the school programs of students with disabilities, described earlier, and student performance.

Table 3.9 Dropout Rate, by Disability Category

Percentage Dropping Out In:	Primary Disability Category:										
	All Disabilities[a/]	Specific Learning Disability	Serious Emotional Disturbance	Speech or Language Impairment	Mental Retardation	Visual Impairment	Hard of Hearing	Deafness	Orthopedic Impairment	Other Health Impairment	Multiple Disabilities
9th grade	5.3 (.7)	4.4 (.9)	8.6 (1.8)	6.1 (1.7)	7.3 (1.4)	1.8 (1.0)	3.5 (1.1)	1.1 (.9)	1.3 (.8)	5.4 (1.9)	.7 (1.1)
Sample size	4,368	889	475	396	635	374	522	262	421	270	118
10th grade	6.6 (.8)	5.5 (1.1)	14.9 (2.4)	3.8 (1.4)	7.4 (1.5)	4.7 (1.6)	2.5 (1.0)	.5 (.6)	3.2 (1.2)	7.5 (2.3)	1.7 (1.8)
Sample size	4,158	848	431	369	590	367	505	259	413	254	116
11th grade	9.8 (1.0)	9.6 (1.4)	16.2 (2.7)	7.1 (1.9)	9.5 (1.7)	3.4 (1.4)	4.7 (1.4)	5.9 (2.1)	4.1 (1.4)	11.4 (2.9)	7.3 (3.5)
Sample size	3,917	794	368	351	550	350	491	258	400	235	114
12th grade	8.9 (1.0)	9.7 (1.5)	16.0 (2.9)	6.1 (1.9)	5.5 (1.4)	2.2 (1.1)	3.3 (1.2)	3.5 (1.7)	4.4 (1.5)	4.7 (2.1)	1.5 (1.7)
Sample size	3,528	699	305	319	488	329	465	239	370	202	106
Cumulative	29.9 (1.0)	28.5 (2.0)	48.1 (3.1)	23.4 (2.9)	29.9 (2.5)	12.1 (2.4)	14.9 (2.2)	11.3 (2.8)	13.5 (2.4)	27.4 (3.8)	13.5 (4.5)
Sample size	4,399	897	483	398	643	375	523	263	420	271	120

a/ All disabilities includes youth in each of the 11 Federally defined disability categories. Percentages are reported separately only for categories with at least 15 students.

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

Table 3.10 Dropout Rate, by Selected Student Characteristics

	Ethnic Background			Household Income		
Grade Level	White	Black	Hispanic	<$12,000	$12,000-$25,000	>$25,000
Percentage dropping out in:						
9th grade	3.6 (.7)	7.5 (2.0)	7.9 (3.6)	8.5 (2.0)	6.1 (1.6)	2.3 (.8)
Sample size	2,523	742	397	819	939	1,661
10th grade	4.8 (.9)	8.1 (2.1)	9.9 (4.1)	7.7 (1.9)	5.3 (1.6)	4.8 (1.1)
Sample size	2,428	692	378	762	887	1,623
11th grade	8.1 (1.2)	10.8 (2.5)	13.1 (4.9)	13.2 (2.6)	9.3 (2.1)	7.0 (1.4)
Sample size	2,313	642	355	710	830	1,565
12th grade	8.0 (1.2)	14.1 (3.1)	7.0 (4.0)	11.3 (2.6)	10.1 (2.3)	8.3 (1.6)
Sample size	2,112	567	318	617	748	1,447
Cumulative	24.9 (1.7)	38.5 (3.6)	33.7 (6.2)	37.3 (3.4)	30.9 (3.1)	23.1 (2.2)
Sample size	2,541	751	399	826	951	1,666

Standard errors are in parentheses.

Source: National Longitudinal Transition Study.

The preceding sections have demonstrated that the programs students with disabilities experienced in regular secondary schools varied markedly according to the nature of their disabilities, as intended by law. It is not accurate to simply compare the performance of students who took vocational education with the performance of students who did not, for example, and attribute those differences to exposure to vocational training, because vocational students differed from non-vocational students in disability, gender, and ethnic background. Multivariate analytic techniques are needed to statistically control for the many interrelationships between students, school programs, and performance. The following findings result from such analyses, which statistically hold constant the characteristics of individuals and households[5] in order to identify the independent contributions that academic course-taking in regular education settings, vocational education participation, and work-study enrollment has on student performance.

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[5] The variables in the statistical models reported here include the following: primary disability category, functional mental skills and self-care skills scale scores, gender, household income, ethnic background, a dichotomous variable indicating that the student came from a single-parent household, and indicators of prior school performance (absenteeism and course failure).

Academic Course-Taking

Previous NLTS analyses considered the relationship of course-taking and performance in terms of the overall percentage of time students spent in regular education. Those results suggested that students who spent more time in regular education were more likely to fail a class than those who spent less time there. Current analyses redefine course-taking in terms of the amount of time spent in academic classes in regular education settings. Despite this change in variables, the present grade level analyses confirm previous findings (table 3.11). Students who spent most of their time in regular education academic classes were estimated to be 10 percentage points more likely to fail a class in 9th grade than peers who spent just half of their time there, independent of other differences between them. This effect is strongest in 9th grade and decreases with each successive grade level. The decline may be due to either of two factors: youth who drop out early in high school or increased participation in vocational education in the later years.

Alternatively, the relationship between course-taking and course failure in later years may become less direct, operating through its effects on earlier course failure, which is also controlled in these analyses. The relationship of taking academic regular education classes to absenteeism is complex. The relationships are small overall but are statistically significant and they operate in opposite directions in 9th and 12th grades. Taking academic regular education classes was not related to dropping out -- except indirectly, in that it increased the probability of course failure.

Vocational Course-Taking

In these analyses, intensity of involvement in vocational education is measured in different ways for students at different grade levels to reflect the larger role that vocational education plays in students' programs at succeeding grade levels. For 9th grade students, the relationship between school performance and the number of hours students spent in occupationally specific vocational education during that year is analyzed. For 10th-graders, analyses again include the hours spent in occupational vocational education, along with a dichotomous variable indicating whether students had begun that instruction in the 9th grade or were first-time occupational students in 10th grade. Dichotomous variables for whether students concentrated in vocational education or took survey courses only (as opposed to no vocational or prevocational courses) are included in analyses for 11th and 12th graders, grade levels at which concentrating in vocational education was common enough for the analyses to detect influences on performance.

Table 3.11 Estimated Change in School Performance Associated with School Programs

	Estimated Change In:												
	Absences (Average Number of Days Absent)				Failure (Percentage Points)				Dropout Rate (Percentage Points)				
	9	10	11	12	9	10	11	12	9	10	11	12	For Increment
School programs													
Percentage of time in regular education classes	-0.5*	0.1	0.0	0.7**	10.0***	3.7***	3.1***	1.9	0.2	0	0.2	0	6 vs. 3 classes
Hours in occupational vocational education	-0.4	-0.2	NA	NA	-4.0	-0.1	NA	NA	0.5	-1.3	NA	NA	5 vs. 0 hours
Student had taken an occupational vocational education class in a previous grade	NA	0.8	NA	NA	NA	1.4	NA	NA	NA	-0.7	NA	NA	Yes vs. no
Student took a concentration in one or more occupational vocational education content areas	NA	NA	-0.3	1.4	NA	NA	12	12.3	NA	NA	-6.4***	.17***	Yes vs. no
Student took survey courses in occupational vocational education	NA	NA	-0.6	1.5	NA	NA	3.6	8.7	NA	NA	3.3***	.19***	Yes vs. no
Student participated in a work experience program	NA	NA	-3.1*	-1.1	NA	NA	.16**	1.7	NA	NA	-3.3	-7.2**	Yes vs. no

*p<.10
**p<.05
***p<.001

Source: National Longitudinal Transition Study

These analyses only partly confirm the hypothesis that vocational instruction, as an alternative to academic curricula, ameliorates course failure and assists in dropout prevention. The analyses also illustrate the complexity of students' secondary school experiences. Time spent in occupational vocational education had little effect on performance in either 9th or 10th grades. Nor did beginning occupational training in 9th rather than 10th grade have an effect on 10th grade performance. In addition, the dichotomous variables representing taking a survey of vocational classes and concentrating in vocational education were not associated with absenteeism or course failure when they were introduced in the 10th and 11th grade analyses.

These same two factors -- taking a concentration in vocational education and taking a survey vocational education class -- were associated with dramatically lower probabilities of dropping out in 11th and 12th grades (from 6 to 19 percentage points, $p<.001$). Interpreting this finding is not straightforward, however. Logically, students need to stay in school in order to accumulate enough courses in an area to be a concentrator, so the relationship between staying in school and concentrating in vocational education can be tautological. To identify the relationship more clearly, the analyses for 11th and 12th grade were conducted only with students who had stayed in school up to that point but dropped out while in 11th or 12th grade. Thus, 9th and 10th grade dropouts, whose probability of becoming a concentrator in vocational education was lower, were eliminated. The relationship between concentrating and lower dropout rates remained. This finding gives greater credence to the hypothesis that vocational concentrations and vocational survey courses have some "holding power" over students with disabilities.

Work Experience

As expected, the current grade level analyses show that student participation in work experience programs had a sizeable positive impact on student performance. Although the differences were not consistent in magnitude across grade levels, students in work experience programs were estimated to miss three fewer days ($p<.05$) and to be 16 percentage points less likely to fail a class in 11th grade ($p<.01$) than their peers who did not have such experiences. Students in work experience programs were estimated to have a lower probability of dropping out of school by 12th grade (7 percentage points, $p<.01$), perhaps reflecting the indirect effects of lower course failure and absenteeism in the previous year.

SUMMARY AND IMPLICATIONS

These findings report troublesome results for students with disabilities who attended regular secondary schools. Absenteeism and dropout rates were higher than for the general population of students, and grades were lower. Further, these poor results were disproportionately experienced by students in the largest disability categories -- those with learning disabilities, mental retardation, and SED. They also were more common among minority students and those from low-income households.

Although student and household characteristics have a considerable influence on student performance, choices in school programs also have been shown to contribute to educational performance. On the negative side, NLTS data suggest that regular education academic classes of the late 1980s were difficult environments for students with disabilities. Students who spent more of their class time in those settings were significantly more likely to fail courses than other students, independent of other differences between them. Course failure, with its accompanying loss of credits toward graduation, was among the most accurate predictors of students later dropping out of school. As a counterbalance, vocational courses seem to be a positive factor. Students who took a concentration of vocational courses, as well as those who enrolled in survey courses in a variety of occupation areas, were significantly less likely than non-vocational or prevocational students to drop out of school. Participating in a work experience program as part of their vocational education further enhanced the probability that students would have fewer absences, succeed in their courses, and graduate.

It is important that these findings inform the current debates about policies such as full inclusion of students with disabilities in regular education classes, strengthening of academic standards and course requirements for graduation, and school-to-work opportunities. Policy should be made with a concern for facts, as well as principles, and with a clear understanding of their implications for all students.

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CHAPTER 4

ACHIEVING BETTER RESULTS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Students with serious emotional disturbance (SED) pose unique challenges to special educators. The behaviors of many of these students frequently require a level of support beyond what schools are accustomed to providing. As a result, schools must rely on the services of other disciplines and agencies to help them meet the needs of SED students, resulting in complex patterns of service delivery within public schools. This chapter provides an overview of the characteristics of students with SED, a national agenda addressing the needs of students with SED, and a description of projects funded by the Office of Special Education Programs (OSEP) focusing on improving educational opportunities for students with SED.

OVERVIEW

Effectively meeting the needs of children and youth with SED and their families is a growing national concern. Failure to do so threatens the success of the nation's educational objectives (e.g., Goals 2000) and limits lifelong opportunities for many people. Part B and Chapter 1 (SOP) programs served over 400,000 school-age students with SED last year, and many more such students may remain unidentified and unserved. The following data suggest the magnitude of the problem:

- **Academic results**. Students with SED have lower grades than any other group of students with disabilities. They fail more courses, and they more frequently fail minimum competency examinations than do other students with disabilities. They also are retained at grade level more often at the end of the school year. High school students with SED have an average grade point average of 1.7 (on a 4-point scale), compared with 2.0 for all disabled students and 2.6 for all students (Wagner et al., 1991). Forty-four percent received one or more failing grades in their most recent school year -- compared with 31 percent for all students with disabilities (Wagner et al., 1991). Of those who took minimum competency tests (22 percent were exempted), 63 percent failed some part of the test (Wagner et al., 1991).

- **Dropout and graduation rates**. Fifty percent of students with SED drop out of school (most by tenth grade). Fifty-eight percent leave school without graduating (Wagner, 1991). Only

42 percent graduate, as opposed to 56 percent of all students with disabilities and 71 percent of all students (Wagner et al., 1991).

- **School placement**. Eighteen percent of students with SED are educated outside of their local schools, compared with 6 percent of all students with disabilities (U.S. Department of Education, OSEP, 1993). Of those in their local schools, fewer than 17 percent are educated in regular classrooms, in contrast to 33 percent of all students with disabilities (U.S. Department of Education, OSEP, 1993).

- **Identification rates of students of varying socioeconomic backgrounds**. The rates of identification of children and youth with SED vary across racial, cultural, gender, and socioeconomic lines. Although African American and white students represent 16 and 68 percent of the school age enrollment respectively, they represent 22 and 71 percent of the students classified as SED (U.S. Department of Education, OCR, 1993). On the other hand, Hispanic Americans and Asian Americans represent 12 and 3 percent of the school-aged population respectively, but only 6 and 1 percent of the students classified as SED (U.S. Department of Education, OCR, 1993). Data also suggest that there is a high disproportion of students from disadvantaged socioeconomic backgrounds and a low disproportion of female students among those identified with SED (Wagner et al., 1991).

- **Encounters with the juvenile justice system**. Twenty percent of students with SED are arrested at least once before they leave school, and 35 percent are arrested within a few years of leaving school (Wagner et al., 1991).

Comparing all students with disabilities and students with SED reveals three noteworthy differences:

- Students with SED are more likely to be placed in restrictive settings and are more likely to drop out of school (U.S. Department of Education, OSEP, 1993).

- Their families are more likely to be blamed for the student's disability (Caplan & Hall-McCorquodale, 1985; Lefley, 1989; Friesen & Koroloff, 1990) and are more likely to make tremendous financial sacrifices to secure services for their children (Knitzer, Steinberg, & Fleisch, 1991; Cohen, Harris, Gottlieb, & Best, 1991; Ervin, 1992).

- Their teachers and aides are more likely to seek reassignment or to leave their positions (U.S. Department of Education, OSEP, 1993; Knitzer, Steinberg, & Fleisch, 1990).

The History of Public School Programs for Students with Emotional Disturbance

The first public school programs for students with emotional disturbance began more than 100 years ago. Yet, throughout the decades, the programs most often were in special schools or associated with hospitals, reflecting popular professional beliefs about the causes of and treatments for emotional disturbance (Coleman, 1986). Providing non-educational services, such as mental health, health care, or other social services, in cooperation with schools was not uncommon at the turn of the century (Tyack, 1992). However, most of these services have been phased out or have been, in part, assumed by other agencies. In general, public schools today do not endorse a broad view of their responsibility to serve students with emotional and behavioral disorders. As a result, many educational programs for students with SED are fragmented and reflect a narrow view of the nature of the students' disability as well as of the special education services that should be provided.

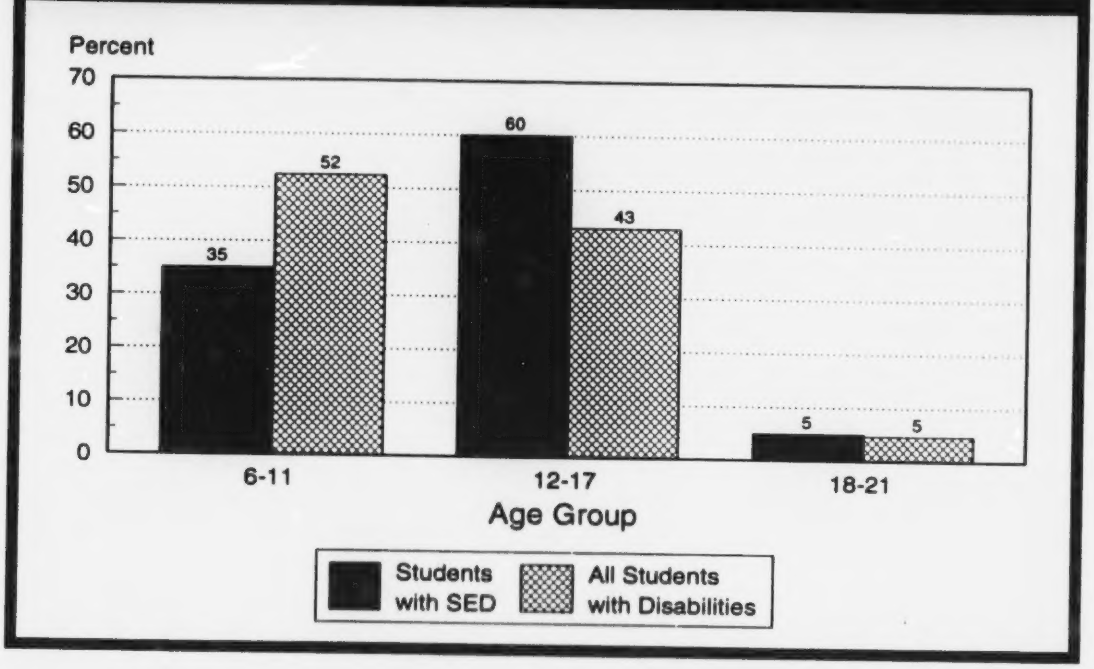
Recent national studies of programs for students with SED (Grosenick, 1989; Knitzer, Steinberg, & Fleisch, 1990) indicate that many programs for students with SED are focused almost totally on behavior management and social adjustment, with relatively little emphasis on building academic and vocational competence. Furthermore, most of those programs are operated separately from regular classrooms.

Students with Serious Emotional Disturbance

During the 1992-93 school year, a total of 402,668 children and youth from age 6 through 21 identified as having SED were served under the Part B and Chapter 1 (SOP) programs accounting for 8.7 percent of all children who received special education services. Of those students, 368,545 students (91.5 percent) were served solely under Part B. Students served under Chapter 1 (SOP) were 18.8 percent of all 6- through 21-year-olds served by that program. As shown in figure 4.1, of the total number of students with SED served under Part B during 1992-93, 35 percent were age 6-11, 60 percent were age 12-17, and 5 percent were age 18-21. In comparison, for all disabilities combined, 52 percent were age 6-11; 43 percent were age 12-17, and about 5 percent were age 18-21.

Since the 1976-77 school year, the number of students identified as having SED has increased by more than 120,000. An increase of 1 percent occurred between the 1991-92 and 1992-93 school years. As a percentage of all students with disabilities served, the percent with SED served under Part B has increased from 7.5 percent in 1976-77 to 8.3 percent in 1992-93.

Figure 4.1 Distribution of Students with Serious Emotional Disturbance Compared with All Students with Disabilities Served under Part B, by Age Group, School Year 1992-93



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Identification rates for students with SED vary widely among the States.[1] Identification rates ranged from 0.03 percent for Mississippi to 1.7 percent in Connecticut. Overall, about a third of the States have identification rates that range from 0.4 percent to 0.6 percent of their school-age population, and a fourth have rates of 0.7 percent or higher. Significant variation within States in identification rates has been reported by Knitzer, Steinberg, and Fleisch (1990), who cited studies in Texas and Kentucky indicating that one-third of the school districts did not identify any students with SED during the 1987-88 school year.

Even the most conservative estimates from current epidemiologic research suggest that between 7-8 percent of all school-age children and youth may have emotional or behavioral disorders severe enough to require treatment (Brandenburg, Friedman, & Silver, 1990; Forness, Kavale, & Lopez, 1993). Additional estimates suggest that between one-third and one-half of these students would have academic or educational problems requiring special education (Forness, Bennett, & Tose, 1983). Other estimates quoted by the National Institute of Medicine and the Office of Technology Assessment state that more than 3 percent of children and youth have severe emotional disturbance (Koyangi & Gaines, 1993).

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[1] Identification rates are based on the proportion of the 6-21 year old population.

Forness, Kavale, and Lopez (1993) suggest school personnel are reluctant to identify students with emotional disorders as eligible for special education unless they have significant academic problems and a history of school failure. There is also a lack of early identification and systematic intervention. The lack of personnel and services is also a barrier to identifying additional students. Finally, school personnel may be reluctant to identify students with troubling behaviors as students with SED who may be defined as disabled under Part B, because they cannot then suspend or expel such students.

Demographic Characteristics

A number of studies have shown that males are disproportionately identified as having SED. The National Longitudinal Transition Study (NLTS), for example, reported 68.5 percent of all secondary students with disabilities were male. However, more than three-fourths (76.4 percent) of students identified as having SED were male, the highest proportion of males to females in any of the disability categories (Marder & Cox, 1991). Researchers have long noted that boys are more likely than girls to be perceived by teachers and school personnel as troublesome and identified as emotionally disturbed (Algozzine, 1979; Kelly, Bullock, & Dykes, 1977; Cullinan, Epstein, & Kauffman, 1984).

The proportion of black students identified as having SED is also greater than their representation in the general population. Data from the Office for Civil Rights (OCR) indicate that 16 percent of all students are black, 68 percent are white, and 12 percent are Hispanic, (OCR, 1993). According to the NLTS data, 25 percent of all students with SED were identified as black, while 67 percent were white and 6 percent were Hispanic (Marder & Cox, 1991). Data reported by Knitzer, Steinberg, and Fleisch (1990) also indicate that several State and local districts have black students disproportionately represented in classes for students with SED. For example, in 1983 in New York City, black children represented 37 percent of the total school population but accounted for 56 percent of the students in programs for students with emotional disturbance, and in 1989 Minnesota estimated a 400 percent overrepresentation of black students in programs for students with emotional disturbance.

Kelly, Bullock, and Dykes (1977) found that teachers were twice as likely to identify black students as having emotional disturbance as they were to identify white students as having emotional disturbance. A study by Prieto and Zucker (1981) indicated that Hispanic students were also more likely than whites to be identified as having SED. The 1975 case *Lora et al. v. Board of Education of the City of New York* was brought on behalf of black and Hispanic students who were considered to be inappropriately placed in segregated special day schools for students with emotional disturbance. The court found that the assessment procedures being used by the schools were inadequate and discriminatory and ordered the retraining of teachers (Wood, Johnson, & Jenkins, 1986).

Students identified as having SED are also more likely to come from lower socioeconomic groups (Frazier & DeBlassie, 1984; Bernard & Clarizio, 1981; Touliatos & Lindholm, 1980). These studies are consistent with the overall data for socioeconomic status and students with disabilities, which indicate that more than a third (39 percent) come from single-parent families and 68 percent are from homes with annual household incomes of less than $25,000 (Marder & Cox, 1991).

The gender, racial, and socioeconomic differences reported for students identified as having SED have been attributed to a number of factors. Some studies have noted that it is not unreasonable to expect students from homes with low socioeconomic status to experience increased occurrences of developmental delays and disabilities, given the lack of adequate prenatal and health care and poor nutrition (Children's Defense Fund, 1991; Davis, 1993). Stresses in the home attributable to poverty may also lead children to have emotional and behavioral problems in school.

School Performance and Results

Students identified as having SED have lower grades than any other group of students with disabilities, fail more courses, are often retained in grade, and pass minimum competency tests at lower rates than other students with disabilities, according to Koyangi and Gaines (1993). Data from the NLTS indicate that the overall grade point average of 9th grade students identified as having SED is 1.7, compared with 2.0 for all students with disabilities. Furthermore, well over half of students with SED fail at least one class in grades 9 through 11. Cumulatively, 77 percent of students with SED fail at least one class during high school (Wagner, Blackorby, & Hebbeler, 1993).

Dropout rates for students with SED are the highest of any disability category. Data from several sources indicate that between 43 and 50 percent drop out, in contrast to about 27 to 32 percent of all students with disabilities and between 14 and 28 percent of all students. About 17 percent of youth with SED go on to college or vocational schools within two years after leaving high school, compared with 53 percent of students without disabilities and 14 percent of all students with disabilities (Marder, 1992). Students with SED also have difficulty maintaining jobs. For example, data from NLTS indicate that two years after leaving school, only 41 percent of the students with SED were employed, compared with 59 percent of the general population. Three to five years later, 47 percent of SED students held a job, compared with 69 percent of students without disabilities (D'Amico & Blackorby, 1992).

Another measure is the NLTS profiles of independence. These profiles are based on three domains: engagement (employment, job training, postsecondary work); social (marriage, seeing friends, belonging to a group); and residential (living independently or in supported or institutional settings). When used to assess independence after school exit, these profiles show that within two years of leaving high school, only 34 percent of all students with SED are independent in two or three domains. However, three to five years after school exit, the figure improves to 62 percent (Wagner, 1992b).

About a fifth of the young people classified as having SED have been arrested while still in secondary school. By two years after high school, 37 percent have been arrested. Three to five years after high school, over half (58 percent) have been arrested, an arrest record two and one-half times that of youth in the general population (Wagner, 1992a). By two years after school exit, 2.4 percent of the students with SED are living in a correctional facility, compared with 0.3 percent of all youth with disabilities (Newman, 1991).

Whether the poor school performance of students with SED is a result of inadequate educational programs or of specific student characteristics is debatable. Forness, Kavale, and Lopez (1993), in a California study involving 111 children who were receiving inpatient or outpatient psychiatric services, found that only one-third of the students were identified as eligible for special education and that those students were the most deficient in academic skills. Knitzer, Steinberg, and Fleisch (1990) noted that programs for students with SED overemphasize behavior management and control -- often to the exclusion of teaching academic subject matter or providing prevocational or vocational training.

Settings and Services

Settings

Students with SED are far more likely than any other group of students with disabilities to be served in special educational programs that are outside regular schools. During the 1991-92 school year, almost 20 percent of students with SED were served in special schools, other separate facilities, or homebound/hospital settings, compared with 5 percent of students with other disabilities. Half of all students with disabilities in residential programs and about a fifth of all students in day schools were diagnosed as having SED (Koyangi & Gaines, 1993). Thirty percent of all students receiving homebound instruction were identified as having SED. Further, there is evidence that some school districts are using homebound instruction for students with SED not as a crisis stabilization tool, but rather as a long-term service delivery system that provides only about six hours of instruction per week (Leone & McLaughlin, in press).

The percentage of students with SED served in regular schools has decreased by about 4 percent since 1977-78. However, this trend has stopped in recent years. For those students with SED who received special education in the regular school building during the 1991-92 school year, 37 percent were served in separate classrooms and 28 percent were in resource rooms. Only about 16 percent were served in regular classrooms. These percentages have changed little since 1985-86. Thus, while schools are not placing more students with SED in separate schools, they are also not increasing their level of participation in regular classes.

Services

Many communities lack a comprehensive and coordinated system of services that can respond to the multiple needs of students with SED. Often, schools rely on residential and other restrictive placements because their communities lack other alternatives or because mental health services for children are lacking or are not linked to education (Epstein, Nelson, Polsgrove, Coutinho, Cumblad, & Quinn, 1993; Koyangi & Gaines, 1993). Behar (1990) estimates that 50 percent or more of the children in residential care were placed because their communities lacked a full array of alternative services. While some State educational agencies and local school districts provide some services, such as family counseling or psychiatric treatment, as "related services," other locales view these as medical services or as unrelated to special education. As a result, the availability of mental health and other social services is inconsistent across the country. Data on the effectiveness of psychiatric hospitalization and residential placements are inconclusive (Epstein et al., 1993), and the effectiveness of traditional or non-integrated mental health services is questionable. Many children and youth with SED experience mental health, social, and educational problems requiring a coordinated response. In the absence of such programs, schools are relying on costly and segregated placements and services.

The cost of providing the various services is enormous. The National Institute of Medicine (1989) estimated that, in 1985, the cost of providing direct mental health services to children under age 14 was more than $1.5 billion. About $1 billion is spent annually for residential treatment and psychiatric hospitalization of children (Yelton, 1991). Epstein et al. (1993) cite a survey of 37 States, reporting that the cost of serving 4,000 youths placed outside their homes was $204 million -- an average of $50,000 per youth.

A number of problems are associated with these restrictive placements. Frequently, the distance between the home community and the residential site makes it difficult to monitor student progress (Epstein et al., 1993). In addition, there is little continuity in school programming, and often the student's public school is only minimally involved in the ongoing assessment of progress. The student is removed from his or her home; and community and family members are rarely involved in the student's program. Yet after the student is "treated," he or she is expected to return to the old community and school and maintain new learned behaviors or skills. Further, Vandenberg (1989) suggests that because the financial contingencies are great for those who provide the residential services, these individuals often are not wholly objective when assessing student progress.

Inadequate Public School Programs

In addition to the lack of related services in the public schools, Knitzer, Steinberg, and Fleisch (1990) found a number of problems with the educational programs offered students with SED. Even in exemplary programs, there was a lack of emphasis on academic and vocational programs and an over-emphasis on behavior management and control. Despite the alleged lack of social skills of many of these students, there were limited or no opportunities for students with SED to interact with non-SED peers through sports, recess, or other cooperative arrangements. There was little coordination of programming across public and private settings, and educational approaches often were fragmented.

Kauffman and his colleagues (e.g., Hallenbeck, Kauffman, & Lloyd, 1993; Kauffman & Lloyd, 1992; Peacock Hill Working Group, 1991) have suggested that it is just such inadequate public school education programs that result in more restrictive placements settings. In particular, they cite the lack of well-planned interventions, including the lack of a controlled and carefully monitored school program. Such structured environments, they assert, are critical to the success of many students with emotional and behavioral disorders. Yet they found that school programs lacked structure and were perhaps contributing to escalation of behavior problems. These authors, as well as others (Patterson, Reid, & Dishion, 1992), have also stressed the need for early identification, prevention, and intervention services for youngsters who enter school already exhibiting antisocial behavior or other emotional or conduct disorders. Without early and powerful intervention, many of these children have a greater probability of being placed in residential treatment.

A NATIONAL AGENDA FOR STUDENTS WITH SERIOUS EMOTIONAL DISTURBANCE

The 1990 Amendments to the Individuals with Disabilities Education Act (IDEA) created Programs for Children and Youth with Serious Emotional Disturbance. Congress called for initiatives that would expand existing service delivery models, address the needs of children with serious emotional disturbance from racially, ethnically, and linguistically diverse backgrounds, and promote parent advocacy. Congress also urged greater coordination among agencies serving children and youth with SED, sought a reduction in residential or out-of-community placements, and urged greater focus on prevention.

IDEA also mandated a participatory planning process, involving multiple stakeholders, to develop program goals, objectives, strategies, and priorities for all programs administered by OSEP, including Programs for Children and Youth with Serious Emotional Disturbance.

OSEP defined its organizational mission as "achieving better results for individuals with disabilities" and identified four initial goals listed below:

- Provide and maintain an adequate number of qualified personnel.

- Develop the capacity to ready systems to meet the needs of changing populations.

- Secure and expand access and inclusion for children with disabilities.

- Identify measures and improve results for individuals with disabilities.

OSEP used the initial goals to implement a strategic planning process that had the three objectives described below:

- Develop a national agenda that would focus the attention of educators, parents, advocates, and professionals from a variety of disciplines on what must be done to encourage, assist, and support our nation's schools in their efforts to achieve better results for children and youth with SED.

- Provide recommendations for Division of Innovation and Development (DID) initiatives and funding opportunities aimed at providing better results for children and youth with SED.

- Provide background for Programs for Children and Youth with Serious Emotional Disturbance.

Working with Project FORUM at the National Association of State Directors of Special Education, DID designed a process enabling identification of strategic targets that would guide the work of OSEP as well as States, local schools and communities. The process included focus groups that developed initial statements or targets and then extensively revised and validated those targets. Five focus statements were defined through this initial process

An electronic town meeting was held to obtain reactions to the focus statements. The Council for Exceptional Children collaborated with DID to sponsor a national teleconference on July 25, 1991, linking eight local conferences (in Los Angeles, California; Washington, D.C.; St. Petersburg, Florida; Bloomington, Indiana; Jefferson City, Missouri; Denton, Texas; Logan, Utah; and Charlottesville, Virginia) for interactive discussions. An additional 50 sites received the broadcast or taped the conference for later viewing.

After the teleconference, DID received more than 1,400 comments on the focus statements. In general, comments supported OSEP's mission statement but refined the focus statements. During 1991 and 1992, representatives from OSEP and Project

FORUM presented preliminary results of their efforts at a number of conferences and meetings and obtained more commentary.

Since a 1992 contract award under Programs for Children and Youth with Serious Emotional Disturbance, the Chesapeake Institute has endeavored to conclude the agenda-building process by refining, confirming, and developing target statements based on the 1991 statements, and by designing and implementing a process that would validate those targets. The process has included focus groups consisting of all relevant stakeholders, interviews and phone panels, literature and document reviews, reviews of OSEP-funded initiatives, and general outreach to stakeholder groups.

Strategic Targets and Cross-Cutting Themes

Significantly improving results for children and youth with SED requires a vision of transformed service systems, reoriented professional attitudes, and an emphasis on positive results. Toward these ends, OSEP and the participants in the planning process have identified the following seven interdependent strategic targets:

Target 1 *Expand Positive Learning Opportunities and Results* – To foster the provision of engaging, useful, and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with serious emotional disturbance.

Target 2 *Strengthen School and Community Capacity* – To foster initiatives that strengthen the capacity of schools and communities to serve students with serious emotional disturbance in the least restrictive environments appropriate.

Target 3 *Value and Address Diversity* – To encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students, and communities. These collaborations should foster equitable **outcomes** for all students and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.

Target 4 *Collaborate with Families* – To foster collaborations that fully include family members on the team of service providers that implements family-focused services to improve educational **outcomes**. Services should be open, helpful, culturally competent, accessible to families, and school-based as well as community-based.

Target 5 *Promote Appropriate Assessment* -- To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with SED. These practices should be culturally appropriate, ethical, and functional.

Target 6 *Provide Ongoing Skill Development and Support* -- To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth who have or who are at risk of developing SED. Support and development should be ongoing and should aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve outcomes for children and youth with SED.

Target 7 *Create Comprehensive and Collaborative Systems* -- To promote systems change resulting in the development of coherent services built around the individual needs of children and youth who have or who are at risk of developing SED. These services should be family-centered, community-based, and appropriately funded.

Underlying the seven targets are several key assumptions that embody an understanding that a flexible and proactive continuum of services must be built around the needs of children with SED and their families. Furthermore, it is not enough that services be available. They must also be sustained and comprehensive, and they must collaboratively engage families, service providers, and children and youth with SED. Finally, both the needs of these children and the increasing demographic diversity of our nation call for cross-agency, school- and community-based relationships that are characterized by mutual respect and accountability -- with the welfare of the child always the central concern. Accordingly, OSEP identified the following three cross-cutting themes that reflect this understanding:

- Collaborative efforts must extend to initiatives that *prevent* SED from developing or escalating.
- Services must be provided in a *culturally sensitive and respectful* manner.
- Services must *empower* all stakeholders and maintain a climate of possibility and accountability.

The seven strategic targets developed for the national agenda for children and youth with SED are linked. Each target can be best understood and implemented in concert with the other targets and in the context of a collaborative process. Achieving successful results for children and youth with SED depends on pursuing and attaining all of the strategic targets.

DISCRETIONARY PROGRAMS FOR STUDENTS WITH SERIOUS EMOTIONAL DISTURBANCE

The Programs for Children and Youth with Serious Emotional Disturbance enables OSEP to support a number of projects that focus on improving educational opportunities for students with SED and reflect the strategic targets embedded in the national agenda. These include research projects, model development, policy development, and personnel preparation. Although OSEP supports other research, and model demonstration projects that address the area of SED, the Programs for Children and Youth with Serious Emotional Disturbance is targeted specifically to the SED population.

School Preparedness for Promoting the Personal and Social Development of Students with Emotional and Behavioral Problems, Including Those with Serious Emotional Disturbance

The purpose of this priority is to provide support for demonstration projects that help prepare students for post-school success. Such projects help reorient and prepare schools, in collaboration with families and with providers of support service, to deliver schoolwide, proactive, positively-oriented curricula, instruction, and support services to assist students with emotional and behavioral problems – including SED – to exit schools prepared to meet the personal and social demands of post-school environments.

Project activities include:

- identifying and defining outcomes;
- preparing designs for reorienting and developing school capacity;
- developing curricula (spanning all grades within a building);
- implementing school capacity-building initiatives (curricula, instruction, and support services);
- assessing the feasibility of the design and the effectiveness of implementation for enhancing school capacity; and
- disseminating project findings.

Three projects have been funded under this priority.

Strategic Planning for Improving Outcomes for Children and Youth with Serious Emotional Disturbance

The purpose of this priority is to provide DID with analysis and support to help validate and complete its strategic planning process for children and youth with SED. The project being completed by the Chesapeake Institute under a three-year contract includes the following tasks:

- Refining strategic targets. Staff have analyzed and prepared labels, target statements, and research-based context statements for the strategic agenda.

- Designing and implementing focus groups to validate draft strategic targets. Staff have prepared guides and support material and have organized focus groups to validate the proposed agenda.

- Researching and writing a strategic planning process.

Development and Support for Enhancing Professional Knowledge, Skills, and Strategies

The purpose of this priority is to provide support for research projects to improve special education and related services to children and youth with SED. Project activities must develop the knowledge, skills, and strategies for effective collaboration among special education, regular education, related services, and other professionals and agencies.

Within the absolute priority, there are several invitational elements. Some are projects in which research is conducted on providing training and support for education, mental health, social work, and other relevant personnel who are providing services to children and youth with SED. Others include:

- identifying the knowledge and skills needed by "post-entry" personnel to enhance collaboration and provide improved services to children and youth with SED;

- testing staff development methods to impart the identified knowledge and skills to post-entry personnel; and

- testing staff development, organizational approaches, and other strategies to decrease professional burnout and attrition and to promote motivation, a sense of empowerment, and continuing commitment to achieving better results for children and youth with SED.

Ten projects have been funded under this priority.

Facilitating Interagency and Private Sector Resource Efforts to Improve Services

This priority provides support to LEAs collaborating with mental health entities to create demonstration projects providing services for children and youth with SED. Projects must have the four aims described below:

- to increase the availability, access, and quality of community services for children and youth with SED and their families;

- to improve working relationships among education, school, and community mental health and other relevant personnel, families of children and youth with SED, and their advocates;

- to target resources to school settings, such as providing access to school and community mental health professionals and other community resources for students with SED who are in community school settings; and

- to take into account the needs of minority children and youth in all phases of project activity.

Within the absolute priority, the Secretary has announced an invitational priority to encourage projects to include:

- determining the range, nature, and frequency of educational and other needs of children with SED and their families;

- reviewing and analyzing current programs and services;

- identifying systemic issues that must be addressed in order to develop a comprehensive system of education and support for children with SED and their families;

- identifying system improvements and the criteria used for their selection;

- determining the capacity and readiness to implement each targeted system improvement; and

- assessing the likelihood that a given project, if implemented, would improve education and support services, be responsive to diverse and changing needs, be coordinated, and be provided in a manner that would ensure continuity in meeting the needs of children with SED and their families.

Twenty-three school districts have received grants from OSEP under this priority to develop comprehensive systems of education and support for children with SED. The grants went to LEAs collaborating with mental health agencies to design comprehensive community-based systems.

Reducing Out-of-Community Programs by Improving Services to Children with Serious Emotional Disturbance and Their Families

This priority provides support for projects to improve services to children and youth with SED. Projects must develop and demonstrate strategies and approaches to reduce the use of out-of-community residential programs and to encourage the increased use of school-district-based programs (which may include day treatment programs, after-school programs, and summer programs).

Within this priority, the Secretary particularly encourages projects that provide family-friendly services – projects enabling families to maintain children with SED at home and in their school and community. Particularly encouraged is the development of community-based alliances that promote collective responsibility and support for families.

Projects were encouraged that focus on the following goals:

- Identify the characteristics of family-friendly services that are needed to support families with children with SED and maintain them in their home, school, and community.
- Identify the improvements needed in the current community and supporting environment required to create family-friendly services.
- Develop a plan, including strategies for implementing family-friendly services.
- Through the family/community alliances, implement the plan and strategies for creating family-friendly services.
- Identify "lessons learned" from planning and implementing community-based family-friendly services.
- Develop and implement an outreach and dissemination plan for the purpose of sharing with other communities what families need for effective support.
- Plan for continued provision of their services through State and local support rather than Federal support.

Seven projects have been funded under this priority.

Preparation of Personnel for Careers in Special Education, Serious Emotional Disturbance

The purpose of the Preparation of Personnel for Careers in Special Education, Serious Emotional Disturbance program is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with SED. This program supports preservice preparation for special education teachers, speech/language pathologists, audiologists, adapted physical education teachers, vocational educators, and instructive assistive technology specialists at the baccalaureate, masters, and specialist levels. Also, certified teachers seeking additional degrees, certification, or endorsements in the area of SED may be trained under this program.

Four projects offer collaborative training with mainstream teachers. Two projects specifically target rural communities. One prepares specialists to work with families both in local public schools and in local communities. Another proposed project is a training program preparing individuals to work with culturally diverse youth in correctional facilities.

SUMMARY AND IMPLICATIONS

State and local educational agencies face significant challenges in providing special education to students with SED. Two serious challenges are the extent of the needs of these students and their families and the lack of a full range of mental health services and other social and human services in many communities. Other issues include the States' varying interpretations of the number and nature of students included under the statutory definition of SED, and concerns about the high disproportion of three groups: males, students from minority backgrounds, and students from families in the lower socioeconomic levels. The final – and all-embracing – challenge is that post-school results for students with SED suggest that existing programs may not be providing sufficient academic and vocational education to permit successful transition into adulthood.

Despite these challenges, a number of innovative and promising initiatives are being implemented across the United States. These initiatives are increasing collaboration among agencies as well as helping school districts define the critical elements of comprehensive and flexible service systems. Family advocacy activities are increasing, and family input is becoming part of these new service systems. Special education services are being examined to ensure that they not only address emotional and behavioral problems, but also provide a broad and balanced set of educational experiences. OSEP continues to support research activities that reflect the best practices in the field, including focusing on school- and community-based service models. Thus, while much remains to be done, the new national efforts appear to be producing some promising improvements in the results of students with SED.

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CHAPTER 5

RESULTS FOR STUDENTS WITH DISABILITIES

This chapter reports on the work of the National Center on Educational Outcomes (NCEO), one of several research centers funded by OSERS. The views expressed here are those of NCEO, and do not necessarily represent the views of the Department of Education.

Recently the nation has become more concerned about student performance, students' lack of preparation for employment, and students' level of performance in comparison with students in other nations. Another concern is also growing. There is very little information about educational results for students with disabilities. This is particularly significant because students with disabilities represent a steadily increasing proportion of students overall.

The nation has several programs for collecting education data, and States have their own assessments, yet the problem persists. There are two main reasons. First, students with disabilities are sometimes excluded from assessments. Second, assessors have sometimes failed to provide appropriate accommodations for students with disabilities. An additional factor is that variations in terminology and in reporting methods often complicate the task of analyzing the data that are available.

In 1990, the Office of Special Education Programs (OSEP) funded the National Center on Educational Outcomes (NCEO) to address issues related to assessing educational results for students with disabilities. NCEO's mission has been to help develop indicators of educational results for students with disabilities. To accomplish this mission, NCEO surveys States annually about their assessment activities, and it works with State and Federal agencies to compile information on educational results for students with disabilities from existing data bases. This chapter describes NCEO's conceptual model of outcomes, including its congruence with State-identified goals and national data collection programs; identifies the educational results data currently collected nationally and by States; and discusses exclusion of students with disabilities in State and national assessments.

CONCEPTUAL MODEL OF OUTCOMES

Despite rhetoric about educational results, the student results measurements conducted nationally and by States have been relatively narrow in scope. The nation's Governors and the President have identified six national education goals to be reached by the year 2000 (NEGP, 1991). While these goals covered diverse topics -- such as readiness for school, graduation rates, adult literacy, and violence and discipline in schools -- the most attention was devoted to Goals 3 and 4, which address achievement in core academic content areas, particularly science and math. State assessment systems, similarly, have focused almost entirely on assessing academic achievement.

Yet people clearly are interested in other educational results, and different groups have described a wide variety of indicators. For example, in a document entitled *What Work Requires of Schools*, the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) identified a three-part foundation (basic skills, thinking skills, and personal qualities) and five competencies (resources, interpersonal, information, systems, and technology) as constituting "workplace know-how," which in turn determines effective job performance. In *Education Counts*, the Special Study Panel on Education Indicators (1991) identified four other indicators of educational results -- achievement, attainment, postsecondary experiences, and beyond-school experiences. The American Public Welfare Association (1991), in collaboration with the Council of Chief State School Officers, produced *Joining Forces*, which identified results in the areas of physical health and safety, social/emotional, cognitive/academic, and productivity/employment. None of these groups, however, adequately addressed results for students with disabilities.

To develop its model, NCEO began by working with a broad range of stakeholders -- including State education administrators, professional associations, parents, and advocacy groups. The result is a comprehensive conceptual model of outcomes, along with documents that identify the outcomes and their indicators at six developmental levels (ages 3 and 6, grades 4, 8, and 12, and post-school). The basic conceptual model at the time of graduation is provided in figure 5.1. It shows that educational resources (input and context) influence educational opportunity and process, which in turn influence the eight domains. The domains, in return, influence both the resources and the opportunity and process.

NCEO and the stakeholders first defined the terms "outcome" and "indicator." After reviewing definitions proposed in the professional literature by researchers and policy makers, the group reached consensus on the following definitions:

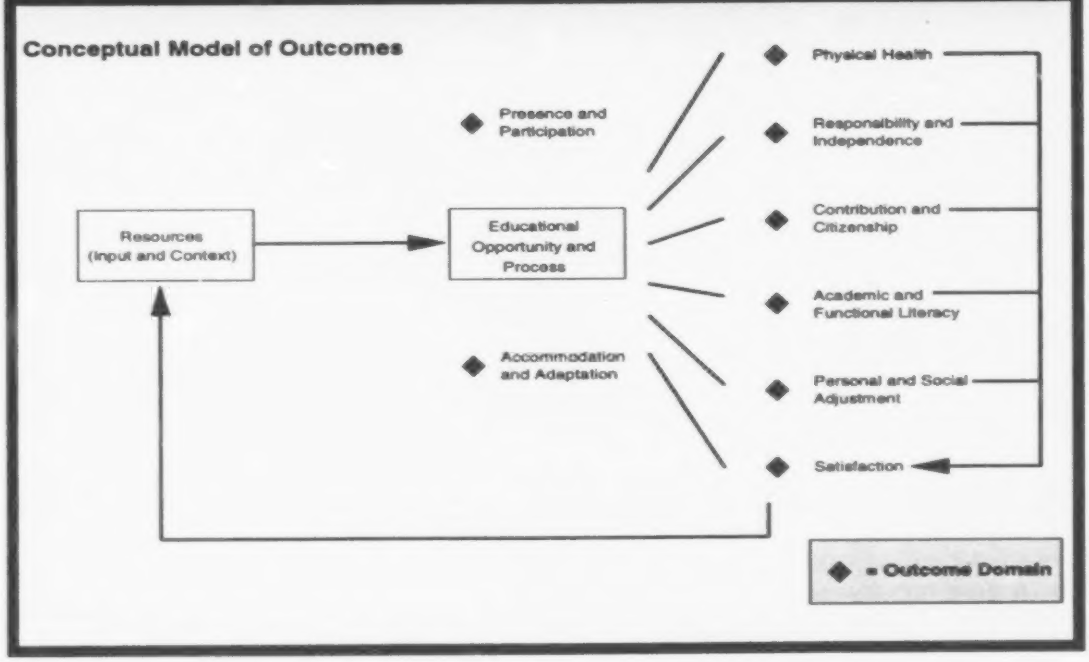
Outcome = The result of *interactions* among *individuals* and *educational* experiences.

Indicator = A *symbolic representation* of one or more educational *outcomes* for infants, children, and youth that enables *comparisons* to be made.

The group also defined the key terms within these definitions (Ysseldyke, Thurlow, Bruininks, Deno, McGrew, & Shriner, 1991) and developed a set of assumptions to guide the process of identifying outcomes and indicators (see table 5.1). For a description of the overall process, see *Developing a Model of Educational Outcomes* (Ysseldyke & Thurlow, 1993a).

With the definitions and assumptions established, NCEO held meetings to identify outcomes and indicators within the eight domains. Again, the process was one of establishing consensus (Vanderwood, Ysseldyke, & Thurlow, 1993). The eight domain definitions are presented in table 5.2.

Figure 5.1 NCEO School Completion Model of Outcomes


Conceptual Model of Outcomes
Resources (Input and Context)
Educational Opportunity and Process
Presence and Participation
Accommodation and Adaptation
Physical Health
Responsibility and Independence
Contribution and Citizenship
Academic and Functional Literacy
Personal and Social Adjustment
Satisfaction
◆ = Outcome Domain

Source: National Center on Educational Outcomes (NCEO).

Table 5.1 Assumptions Guiding the NCEO Development of Educational Outcomes and Indicators

Model of Outcomes

1. A model of outcomes is needed for all students, and at the broadest level should apply to all students regardless of the characteristics of individuals.

Outcome Indicators

2. Indicators of outcomes for students receiving special education services should be related, conceptually and statistically, to those identified for students without disabilities.

3. Indicators should be unbiased with respect to gender, culture, race, and other characteristics of the diversity of students in today's school population.

4. While indicators should meet research standards, those that do not could still be used.

Comprehensive System of Indicators

5. A comprehensive system of indicators should provide data needed to make policy decisions at the State and national levels.

6. A comprehensive system of indicators should to the maximum extent possible be based on demonstrated functional relationships between outcome indicators and indicators of educational inputs, contextual characteristics, and processes; however, valued indicators may be included even if functional relationships have not been established.

7. A comprehensive system of indicators should be flexible, dynamic, and responsive to review and criticism, changing to meet identified needs and future developments in the measurement of inputs, contexts, processes, and outcomes.

Source: National Center on Educational Outcomes (NCEO).

Table 5.2 Definitions of School Completion Outcome Domains

Presence and Participation

The extent to which an individual is present in a particular setting and the extent to which meaningful participation occurs

Accommodation and Adaptation

Modifications that must be made for individuals to achieve outcomes

Physical Health

The extent to which the individual demonstrates healthy behavior, attitudes, and knowledge related to physical well-being

Responsibility and Independence

The extent to which the individual's behavior reflects the ability to function independently and assume responsibility for oneself

Contribution and Citizenship

The ways in which or extent to which an individual gives something back to society or participates as a citizen in society

Academic and Functional Literacy

The use of information to function in society, to achieve goals, and to develop knowledge

Personal and Social Adjustment

The extent to which the individual demonstrates socially acceptable and healthy behaviors, attitudes, and knowledge regarding mental well-being

Satisfaction

The extent to which a favorable attitude is held toward education

Source: National Center on Educational Outcomes (NCEO).

At the level of school completion, 25 NCEO outcomes were identified across the eight domains. For each NCEO outcome, from one to six indicators were identified, and possible sources of data or other information were identified for each indicator. The 25 NCEO outcomes and 77 indicators are listed in table 5.3.

Congruence with State Goals

After completing the conceptual model, NCEO compared it with educational goals and results identified by a sample of 17 States to see how closely the model corresponded with the States' expected results. In general, there was considerable correspondence between the NCEO model and State expected results .

As shown in table 5.4, each of the NCEO domains was addressed by at least two of the sample States. The Academic and Functional Literacy domain was included in all 17 States' lists of expected results. The other domains frequently addressed by the States were:

- Personal and Social Adjustment (14 States)
- Contribution and Citizenship (13 States)
- Physical Health (12 States)
- Responsibility and Independence (12 States)

Satisfaction was addressed by only two States, and Accommodation and Adaptation by only three. States ranged from having goals that matched two of NCEO's domains (Colorado and Louisiana) to having goals in all eight domains (Indiana). The number of domains most frequently addressed by States was five.

NCEO also found a high degree of overlap between States' goals and the 25 NCEO outcomes at the level of graduation. When States had a goal that matched an NCEO domain, they often matched several, if not all, of the related NCEO outcomes also (see table 5.5). For example, of the 10 States that had any goal in the Presence and Participation domain (Domain A), 6 had goals that matched all three NCEO outcomes in that domain. Of the 12 States that had a goal addressed by Domain D (Responsibility and Independence), 7 had goals in both of the NCEO outcomes in that domain. For Domain H (Satisfaction), both States that had goals addressing this domain also had goals in the three NCEO outcomes. There were few State goals that were not addressed in NCEO's model. One was development of creativity.

Overall, the States' lists of goals and expectations matched closely the NCEO model for graduating students. This congruence illustrates that many States are already emphasizing results in education. However, most States are not yet collecting data on these results. Even for those results on which States are collecting data for all students, there remain two barriers to reliable data on results for students with disabilities -- the

Table 5.3 Outcomes and Indicators in NCEO School Completion Model

Domain/Outcome	Indicator
Presence and Participation	
Is present in school	• Absenteeism rate during last year of school • Percent of students excluded from their typical school placement • Percent of students attending residential settings, separate schools, separate classes
Participates	• Percent of time students participate actively in general education classrooms during last year of school • Percent of time students participate actively in community activities during last year of school • Percent of time students participate actively in extracurricular activities during last year of school • Percent of students who participate in district, State, and national testing programs • Percent of students who have had employment experience before leaving school
Completes school	• Percent of students who graduate with a diploma • Percent of students who earn a certificate of completion/attendance • Percent of students who earn a GED diploma • Percent of students who drop out
Accommodation and Adaptation Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains	• Percent of students who demonstrate adaptation/accommodation/compensation skills necessary to move about in their environments • Percent of students who demonstrate adaptation/accommodation/compensation skills required to communicate • Percent of students who demonstrate adaptation/accommodation/compensation skills required to read • Percent of students who demonstrate adaptation/accommodation/compensation skills required to participate in activities in home, school, and community environments • Percent of students who demonstrate adaptation/accommodation/compensation skills required to manage personal needs in home, school, and community environments

–Continued

Table 5.3 (cont'd)

Domain/Outcome	Indicator
Accommodation and Adaptation (cont'd)	
Demonstrates family support and coping skills	• Percent of families prepared to cope with student's needs after student leaves school • Percent of families knowledgeable about community resources and programs needed by student • Percent of families participating in the education of their children
Physical Health	
Makes healthy lifestyle choices	• Percent of students who indicate that they use tobacco products • Percent of students who make good nutritional choices • Percent of students who have abused alcohol or drugs in the past year • Percent of students who indicate they have had unprotected sex in the past year • Percent of students who elect to participate in sports, recreational, and/or exercise activities
Is aware of basic safety, fitness, and health care needs	• Percent of students who are aware of basic safety precautions and procedures • Percent of students who are aware of basic fitness needs • Percent of students who are aware of basic health care needs • Percent of students who know when, where, and how to access health care
Is physically fit	• Percent of students who are physically fit
Responsibility and Independence	
Gets about in the environment	• Percent of students who can get to and from a variety of destinations • Percent of students who know how to access community services • Percent of students who complete transactions in the community • Percent of students with a driver's license

–Continued

Table 5.3 (cont'd)

Domain/Outcome	Indicator
Responsibility and Independence (cont'd)	
Is responsible for self	• Percent of students who can prioritize and set goals and persevere toward them • Percent of students who manage personal care and safety • Percent of students who effectively advocate for themselves • Percent of students who are likely to engage in lifelong learning
Contribution and Citizenship	
Complies with school and community rules	• Percent of students who have been suspended or subjected to other disciplinary actions • Percent of students who have been repeatedly suspended or subjected to disciplinary actions • Vandalism rate and magnitude • Crime rate and magnitude
Knows the significance of voting and procedures to register and vote	• Percent of students who know the significance of voting • Percent of students who know the procedures necessary to register and vote
Volunteers	• Percent of students who volunteer time to school, civic, community, or nonprofit activities
Academic and Functional Literacy	
Demonstrates competence in communication	• Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication
Demonstrates competence in problem-solving strategies and critical thinking skills	• Percent of students who demonstrate problem-solving and critical thinking skills
Demonstrates competence in math, reading, and writing skills	• Percent of students who demonstrate competence in math necessary to function in their current home, school, work, and community environments • Percent of students who demonstrate competence in math necessary to function in their next environments • Percent of students who demonstrate competence in reading necessary to function in their current home, school, work, and community environments

–Continued

Table 5.3 (cont'd)

Domain/Outcome	Indicator
Academic and Functional Literacy (cont'd)	
Demonstrates competence in math, reading, and writing skills (cont'd)	• Percent of students who demonstrate competence in reading necessary to function in their next environments • Percent of students who demonstrate competence in writing necessary to function in their current home, school, work, and community environments • Percent of students who demonstrate competence in writing necessary to function in their next environments
Demonstrates competence in other academic and nonacademic skills	• Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their current home, school, work, and community environments • Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their next environments
Demonstrates competence in using technology	• Percent of students who currently apply technology to enhance functioning in home, school, work, and community environments • Percent of students who demonstrate competence in using technology to function in their next environments
Personal and Social Adjustment	
Copes effectively with personal challenges, frustrations, and stressors	• Percent of students who cope effectively with personal challenges, frustrations, and stressors • Percent of students whose behavior reflects an acceptance of the consequences for behavior (e.g., makes restitution)
Has good self image	• Percent of students who perceive themselves as worthwhile • Percent of students who perceive themselves as competent
Respects cultural and individual differences	• Percent of students whose behavior demonstrates acceptance of cultural and individual differences

–Continued

Table 5.3 (cont'd)

Domain/Outcome	Indicator
Personal and Social Adjustment (cont'd)	
Gets along with other people	• Percent of students who have friends and are a part of a social network • Percent of students who demonstrate skill in interacting and in making decisions in social situations, including during interpersonal conflict • Percent of students who engage in productive group work
Satisfaction	
Student satisfaction with high school experience	• Percent of students who are satisfied with level of achievement • Percent of students who are satisfied with what was provided in school • Percent of students who are satisfied with high school experience • Percent of students who are satisfied with progress toward achieving outcomes
Parent/guardian satisfaction with the education that students received	• Percent of parents/guardians who are satisfied with level of achievement • Percent of parents/guardians who are satisfied with what was provided in school • Percent of parents/guardians who are satisfied with high school experience • Percent of parents/guardians who are satisfied with progress toward achieving educational outcomes • Percent of parents/guardians who are satisfied with the extent to which student is prepared to live in society
Community satisfaction with the education that students received	• Percent of community satisfied with students' level of achievement • Percent of community satisfied with what was provided in school • Percent of community satisfied with students' progress toward achieving educational outcomes

Source: National Center on Educational Outcomes (NCEO).

Table 5.4 Correspondence between NCEO Domains and State Goals

NCEO Domains	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
A. Presence and Participation		X	X	X		X	X		X	X		X			X		X
B. Accommodation and Adaptation						X				X					X		
C. Physical Health	X		X	X	X	X	X	X		X			X	X		X	X
D. Responsibility and Independence	X		X	X	X	X		X		X	X	X	X	X		X	
E. Contribution and Citizenship	X		X	X	X	X	X	X		X	X	X	X	X		X	
F. Academic and Functional Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
G. Personal and Social Adjustment	X		X	X	X	X	X	X		X	X	X	X	X		X	X
H. Satisfaction						X									X		

AR = Arkansas
CO = Colorado
FL = Florida
GA = Georgia
HI = Hawaii
IN = Indiana
KS = Kansas
KY = Kentucky
LA = Louisiana

MI = Michigan
MN = Minnesota
NH = New Hampshire
NM = New Mexico
NY = New York
TX = Texas
VT = Vermont
VA = Virginia

Table 5.5 Correspondence between NCEO Indicators and State Goals

NCEO Domains	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
A. Presence and Participation		X	X	X		X	X		X	X		X			X		X
1. Is present in school		X		X		X	X		X			X			X		X
2. Participates		X		X			X			X		X			X		X
3. Completes school		X	X	X		X	X		X	X		X			X		X
B. Accommodation and Adaptation						X				X					X		
1. Makes adaptations, accommodations, compensations necessary to achieve **outcomes** in each of the major domains						X				X					X		
2. Demonstrates family support and coping skills																	
C. Physical Health	X		X	X	X	X	X	X		X			X	X		X	X
1. Makes healthy lifestyle choices	X		X			X	X	X		X			X	X		X	X
2. Is aware of basic safety, fitness, and health care needs	X				X	X		X		X			X	X			
3. Is physically fit													X				

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Table 5.5 (cont'd)

NCEO Domains	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
D. Responsibility and Independence	X		X	X	X	X		X		X	X	X	X	X		X	
1. Gets about in the environment	X		X	X	X	X				X			X				
2. Is responsible for self	X		X	X	X	X		X		X	X	X	X	X		X	
E. Contribution and Citizenship	X		X	X	X	X	X	X		X	X	X	X	X		X	
1. Complies with school and community rules							X					X					
2. Knows the significance of voting and procedures to register and vote				X	X	X											
3. Volunteers	X					X						X				X	
F. Academic and Functional Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Demonstrates competence in communication	X		X		X	X	X	X		X	X		X	X		X	X
2. Demonstrates competence in problem-solving strategies and critical thinking skills	X		X		X	X	X	X			X	X	X	X		X	X

Continued

Table 5.5 (cont'd)

NCEO Domains	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
F. Academic and Functional Literacy (cont'd)																	
3. Demonstrates competence in math, reading, and writing skills	X		X		X	X	X	X		X	X		X	X		X	X
4. Demonstrates competence in other academic and nonacademic skills	X		X	X	X	X		X		X	X		X	X		X	X
5. Demonstrates competence in using technology	X		X			X		X			X		X	X		X	X
G. Personal and Social Adjustment	X		X	X	X	X	X	X		X	X	X	X	X		X	X
1. Copes effectively with personal challenges, frustrations, and stressors	X							X		X	X					X	
2. Has good self image	X		X	X	X	X		X		X				X		X	
3. Respects cultural and individual differences	X		X	X			X	X			X		X	X		X	
4. Gets along with other people	X		X	X		X	X	X		X	X	X	X	X		X	

–Continued

Table 5.5 (cont'd)

NCEO Domains	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
H. Satisfaction						X									X		
1. Student satisfaction with high school experience						X									X		
2. Parent/guardian satisfaction with the education that students received						X									X		
3. Community satisfaction with the education that students received						X									X		

AR = Arkansas
CO = Colorado
FL = Florida
GA = Georgia
HI = Hawaii
IN = Indiana
KS = Kansas
KY = Kentucky
LA = Louisiana

MI = Michigan
MN = Minnesota
NH = New Hampshire
NM = New Mexico
NY = New York
TX = Texas
VT = Vermont
VA = Virginia

Source: National Center on Educational Outcomes (NCEO).

exclusion of many such students, and the inability to separate their data from that of other students.

Congruence with National Data Collection Programs

The United States has numerous national data collection programs supported by different Federal agencies. Nearly 30 of these programs collect information potentially related to the areas identified in the NCEO model. To determine the extent to which these national programs include factors that are also indicators of school completion results, NCEO compared its school completion model with data elements in a sample of 13 of the national programs that include individuals at the time of graduation:

- Current Population Survey (CPS)
- High School Transcript Study, 1990 (HSTS)
- Monitoring the Future, 1993 (MF)
- National Assessment of Educational Progress (NAEP)
- National Adult Literacy Survey, 1992 (NALS)
- National Crime Survey, 1986-89 (NCS)
- National Education Longitudinal Study of 1988, Second Follow-up (NELS)
- National Household Education Survey, 1991 (NHES)
- National Health Interview Survey, 1988 (NHIS)
- National Household Survey of Drug Abuse, 1993 (NHSDA)
- National Longitudinal Transition Study of Special Education Students, 1987 (NLTS)
- National Survey of Family Growth, 1988 (NSFG)
- Youth Risk Behavior Survey, 1993 (YRBS)

As might be expected given the different purposes of the data collection programs, some measures correspond more closely than others to the NCEO domains (see table 5.6). The domains least likely to have data available in a national data collection program are the Accommodation and Adaptation domain and the Satisfaction domain, both of which had data available in only two of the 13 data collection programs. The National Education Longitudinal Survey (NELS) was the only data collection program that collected information related to all eight NCEO domains.

Table 5.6 Correspondence between NCEO Models and Measures in National Data Collection Programs

NCEO Domain	Data Collection Program[a]												
	CPS	HSTS	MF	NAEP	NALS	NCS	NELS	NHES	NHIS	NHSDA	NLTS	NSFG	YRBS
A. Presence and Participation		X	X	X	X		X	X	X	X	X	X	X
B. Accommodation and Adaptation							X				X		
C. Physical Health			X				X		X	X	X		X
D. Responsibility and Independence			X		X		X	X	X		X	X	X
E. Contribution and Citizenship			X		X		X			X	X		
F. Academic and Functional Literacy		X		X	X		X				X		
G. Personal and Social Adjustment			X	X			X				X		X
H. Satisfaction			X				X						

[a] CPS = Current Population Survey, March Supplement
HSTS = High School Transcript Study
MF = Monitoring the Future
NAEP = National Assessment of Educational Progress
NALS = National Adult Literacy Survey
NCS = National Crime Survey
NELS = National Education Longitudinal Study
NHES = National Household Education Survey
NHIS = National Health Interview Survey
NHSDA = National Household Survey of Drug Abuse
NLTS = National Longitudinal Transition Study
NSFG = National Survey of Family Growth
YRBS = Youth Risk Behavior Survey

Source: National Center on Educational Outcomes (NCEO).

Correspondence between the NCEO model indicators and the information collected through national data collection programs is portrayed in table 5.7. Across the 13 data collection programs, 91 percent (70 of 77) of the NCEO indicators were represented by at least one measure in a national data collection program. When the National Longitudinal Transition Study of Special Education Students (which is a non-recurring study) is excluded, the coverage is still approximately 81 percent. These relatively high levels of correspondence clearly suggest the potential for producing comprehensive and conceptually-organized information on the status of students in the general population as they complete school. Unfortunately, because of the problems of exclusion from assessments and lack of accommodations, these data collection programs provide little useful data on the educational results of students with disabilities.

DATA FROM NATIONAL DATA COLLECTION PROGRAMS

In its attempts to use national data collection programs to identify the outcomes of education for students with disabilities, NCEO encountered serious barriers. One barrier was that students with disabilities were largely excluded from the assessment programs. Another was that terminology for and grouping of students with disabilities were inconsistent from program to program.

Exclusion of Students with Disabilities in National Data Collection Programs

Initially, NCEO analyzed nine data collection programs:

- Current Population Survey (CPS)
- Longitudinal Survey of American Youth (LSAY)
- National Assessment of Educational Progress (NAEP), 1988
- National Assessment of Educational Progress (NAEP), Trial State Assessment
- National Assessment of Educational Progress (NAEP), 1990
- National Adult Literacy Survey (NALS)
- National Education Longitudinal Study (NELS)
- National Health Interview Survey (NHIS)
- National Health and Nutrition Examination Survey (NHANES)

201

Table 5.7 Correspondence between NCEO School Completion Indicators and Measures in National Data Collection Programs

NCEO Indicator	Program(s) with Corresponding Indicator[a/]
A. Presence and Participation	
A1a	HSTS, NAEP, NELS, NHIS, NHSDA, NLTS
A1b	HSTS, NAEP, NLTS
A1c	HSTS, NAEP, NHIS, NLTS
A2a	NLTS
A2b	MF, NELS, NLTS, YRBS
A2c	MF, NELS, NLTS
A2d	NELS, NLTS
A2e	MF, NHSDA, NLTS
A3a	HSTS, NALS, NELS, NHES, NHSDA, NLTS, NSFG
A3b	HSTS, NELS, NHES, NLTS
A3c	NALS, NELS, NHES, NHSDA, NSFG
A3d	NALS, NELS, NHSDA, NLTS, NSFG
B. Accommodation and Adaptation	
B1a	NLTS
B1b	NLTS
B1c	NLTS
B1d	NLTS
B1e	NLTS
B2a	NLTS
B2b	NLTS
B2c	NELS, NLTS
C. Physical Health	
C1a	MF, NELS, NHIS, NHSDA, YRBS
C1b	MR, YRBS
C1c	MF, NELS, NHIS, NHSDA, YRBS
C1d	YRBS
C1e	MF, NELS, NLTS, YRBS
C2a	MF, NLTS, YRBS
C2b	MF
C2c	MF
C2d	---
C3a	MF, NHIS, NHSDA

--Continued

Table 5.7 (cont'd)

NCEO Indicator	Program(s) with Corresponding Indicator[a]
D. **Responsibility and Independence**	
D1a	NHIS, NLTS
D1b	NSFG
D1c	NHIS, NLTS
D1d	MF
D2a	NELS
D2b	NHIS, NLTS, NSFG, YRBS
D2c	—
D2d	NALS, NHES, NLTS
E. **Contribution and Citizenship**	
E1a	MF, NELS, NLTS
E1b	MF, NELS, NLTS
E1c	MF, NELS, NHSDA
E1d	MF, NELS, NHSDA, NLTS, YRBS
E2a	MF
E2b	NALS
E3a	MF, NALS, NELS, NLTS
F. **Academic and Functional Literacy**	
F1a	NAEP, NALS, NELS
F2a	NAEP, NELS
F3a	HSTS, NAEP, NALS, NELS, NLTS
F3b	HSTS, NAEP, NALS, NELS, NLTS
F3c	HSTS, NAEP, NALS, NELS, NLTS
F3d	HSTS, NAEP, NALS, NELS, NLTS
F3e	HSTS, NAEP, NALS, NELS, NLTS
F3f	HSTS, NAEP, NALS, NELS, NLTS
F4a	NAEP, NELS
F4b	NAEP, NELS
F5a	NLTS
F5b	NLTS

–Continued

Table 5.7 (cont'd)

NCEO Indicator	Program(s) with Corresponding Indicator[a]
G. **Personal and Social Adjustment**	
G1a	YRBS
G1b	—
G2a	MF, NELS
G2b	MF, NAEP, NELS
G3a	MF
G4a	MF, NELS, NLTS
G4b	NELS
G4c	NELS, NLTS
H. **Satisfaction**	
H1a	—
H1b	MF
H1c	MF, NELS
H1d	MF
H2a	—
H2b	NELS
H2c	NELS
H2d	NELS
H2e	NELS
H3a	—
H3b	NELS
H3c	—

[a] Data collection programs are identified in table 5.6.

Source: National Center on Educational Outcomes (NCEO).

This preliminary analysis revealed that the data collection programs tended either to include individuals with disabilities (e.g.. NHIS, NHEFS, CPS) or to exclude from one-third to one-half of individuals with disabilities (e.g., 1988 NAEP, Trial State NAEP, 1990 NAEP, NELS).

Further analysis indicated that data collection programs that rely on interviews or surveys of informed respondents showed lower exclusion rates. In contrast, data collection programs that require individuals themselves to respond to actual test items or survey instruments show relatively high exclusion rates.

Usually, exclusion occurs as a result of guidelines that were formulated out of concern for individuals who are unable to participate meaningfully in the assessment because of their disability.

Exclusion Guidelines

NCEO researchers examined guidelines regarding exclusion (or inclusion) of students with disabilities. Although specific guidelines may exist, implementation is rarely monitored and often is inconsistent. In fact, information gathered from the NAEP Trial State Assessment and the first NELS assessments suggests that exclusion guidelines may be inconsistently applied even within a single data collection program. For example, in the NAEP Trial State Assessment, the design procedures and exclusion guidelines used in each State were the same as those in the national NAEP. Even under these controlled guidelines, however, the rate of exclusion of students with disabilities ranged from 33 percent in one State to 87 percent in another.

A follow-up study of students determined to be ineligible for the NELS base year data collection (Ingels, 1991) has provided important insights into the exclusion process. As in most data collection programs, exclusion guidelines are applied and related decisions made by local school staff. In the directions to local staff during the NELS base-year, schools were asked to apply the exclusion guidelines individually and not to exclude students categorically. School personnel were instructed to include the student if there was any uncertainty.

The results of the NELS ineligible study indicated that these directions were not always followed. On some of the school sampling rosters, all students within a specific category were excluded. In addition, completion rates for the assessment were very high (99 percent), something one would not expect if borderline cases (i.e., students with disabilities who might not be able to participate throughout an entire assessment) were included in the assessments, as recommended by the guidelines. Further evidence that the directions were not always followed comes from the finding that more than half (53 percent) of the students in the NELS base-year ineligible sample were reclassified as eligible at the time of the first follow-up two years later (Ingels, 1993). Approximately 94 percent of those who were reclassified were able to complete the data collection instruments successfully.

Exclusion of students with disabilities from national data collection programs also occurs in several ways that are nominally unrelated to disability. One example is the use of telephone interviews. Such interviews exclude households without telephones. Since households without telephones tend to include a higher percentage of low-income households, and since households with a disabled family member tend to have lower incomes, people with disabilities are disproportionately excluded from studies that rely on telephone interviewing. In addition, telephone surveys usually exclude people who are deaf or who use telecommunication devices (Kiecolt & Nathan, 1985). Thus, students with disabilities may sometimes be inadvertently excluded from data collection programs for reasons that are only incidental to their disability.

Moreover, a substantial number of students with disabilities are excluded from national education surveys because special schools for individuals with disabilities are not included. These schools are attended by as many as 7 percent of all students with disabilities. In addition, students with disabilities who attend regular schools are excluded in some instances. For example, in some data collection programs (e.g., High School and Beyond), the sample includes only students who are in high school programs leading to graduation and a diploma. This means that students in non-degree programs (such as students in special education who are working toward a certificate of completion) are not included in the data collection. Furthermore, students who cannot read or complete a questionnaire on their own are often excluded. This practice eliminates students who are blind or who have difficulty using pencils. Many large-scale assessment programs also allow the exclusion of students who might experience discomfort during the testing situation. Therefore, a substantial proportion of students with mental, emotional, and/or physical disabilities are excluded.

As suspected, and confirmed in several instances (see McGill-Franzen & Allington, 1993), exclusion also occurs for even more questionable reasons. Administrators may exclude students if the administrators perceive that the students' test scores would lower the performance levels reported for a school or a district. This kind of exclusion may occur more frequently if sanctions are applied to the school or district as a result of unacceptable levels of test performance.

When and How Exclusion Occurs

Exclusion occurs at the national level mostly at one or more of three stages: when the assessment instruments are developed; when the data are collected; and when results are analyzed, interpreted, and reported. Methodology reports from most national assessment programs include little or no description of how students with disabilities are included in the development phase. Furthermore, most sampling plans for national data collection programs assume that some students are incapable of participating in testing programs and systematically exclude certain segments of the school-age population with disabilities (such as students in residential, homebound, hospital, or separate school settings).

The most obvious type of exclusion of students occurs during data collection. Reasons may range from a concern over being unable to provide proper accommodations to a concern that the assessment situation may be uncomfortable for the student. Decisions about who is excluded are typically made at the local level, where the school staff who make the decision understandably are concerned about how the overall school score may be affected. In addition, school personnel may not consider how useful such information can be for the development of educational policy.

Exclusion during the analysis, interpretation, and reporting of results usually reflects a failure to disaggregate information for students with disabilities from that of other students. It is less likely to reflect the removal of the scores of students with disabilities from the results. Often, the reason given is that there are not enough students with disabilities to make disaggregating the results a meaningful endeavor.

Inconsistencies in Identifying Information on People with Disabilities in National Data Collection Programs

NCEO researchers analyzed the similarities and differences of how 19 national data collection programs identify students with disabilities. The programs were selected either because they include important indicators of educational results for students with disabilities or because they are highly visible programs that play a prominent role in current reform activities. In addition, the programs selected for analysis all identified students with disabilities in some manner. Of these programs, the first 11 are supported by the Department of Education. The remaining programs are supported by the Department of Commerce (CPS), the Department of Health and Human Services, (NHIS, NHEFS, NSFG, NASHS, YRBS), the Department of Justice (NCS), and the National Science Foundation (LSAY). Researchers examined the following 19 data collection programs:

Department of Education

- Baccalaureate and Beyond Longitudinal Study (B&B)
- Beginning Postsecondary Student Longitudinal Study (BPS)
- National Assessment of Educational Progress (NAEP)
- National Adult Literacy Survey (NALS)
- National Education Longitudinal Study (NELS)
- National Household Education Survey -- Adult Version (NHESA)

- National Household Education Survey -- Child Version (NHESC)
- National Longitudinal Transition Study of Special Education Students (NLTS)
- 1987 Transcript Study (TS)
- NAEP Trial State Assessment Program (TSAP)
- Young Adult Literacy Survey (YALS)

Other Agencies

- Current Population Survey, March Supplement (CPS)
- Longitudinal Study of American Youth (LSAY)
- National Adolescent Student Health Survey (NASHS)
- National Crime Survey (NCS)
- National Health and Nutrition Examination Survey (NHEFS)
- National Health Interview Survey (NHIS)
- National Survey of Family Growth (NSFG)
- Youth Risk Behavior Survey (YRBS)

The correspondence between the 11 Federal disability categories included in this analysis (autism and traumatic brain injury, added in 1991, were not included) and the disability categories in the 19 national data collection programs are summarized in table 5.8. Analysis of this information revealed that disability-related terminology varies significantly between educational and non-educational Federal agencies, as well as within these agencies. The disability category for which there was the greatest similarity of terms across the largest number of data collection programs was *speech or language impairments*. Overall, 10 of the 19 (52.6 percent) data collection programs made use of a single speech-related variable. Nine of these programs were sponsored by the Department of Education. However, variation existed even within the programs sponsored by the Department of Education. For example, no speech impairment variable was included in the NELS:88 program. The NHIS:89 survey used two different speech-related categories, stammering/stuttering and other speech impairment. Of the eight programs sponsored by non-educational agencies, only one included any speech-related category in its data collection program.

Table 5.8 Correspondence in Disability Category Terms

Data Source[b]	Federal Disability Category[c]									
	SI	LD	MR	SED	HHD	VI	DB	OI	OHI	MD
Department of Education										
B&B	*	*	▨	▨	*	*	▨	*	*	▨
BPS	*	*	▨	▨	*	*	▨	*	*	▨
NAEP	*	*	*	*	**	*	*	*	*	*
NALS	*	*	*	*	*	*	▨	*	***	▨
NELS	▨	**	▨	▨	**		▨	*		▨
NHESA	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
NHESC	*	*	*	*	**	*	*	*	*	*
NLTS	*	*	*	*	*	*	*	*	*	*
TS	*	*	*	*	**	*	*	*	*	*
TSAP	*	*	*	*	**	*	*	*	*	*
YALS	*	*	▨	▨	*	*	▨	*	*	▨

[a] Table entries represent the number of category terms used in the national data source that correspond to the Federal special education category (e.g., NHIS has two categories of speech impairment -- stammering/stuttering and other speech impairment). The entry *** indicates 3 *or more* categories are used for the one Federal category. Shaded cells indicate that *no* categories correspond to the Federal special education category.

[b] B&B = Baccalaureate and Beyond Longitudinal Study
BPS = Beginning Postsecondary Student Longitudinal Study
NAEP = National Assessment of Educational Progress
NALS = National Adult Literacy Survey
NELS = National Education Longitudinal Study
NHESA = National Household Education Survey--Adult
NHESC = National Household Education Survey--Child
NLTS = National Longitudinal Transition Study
TS = 1987 Transcript Study
TSAP = NAEP Trial State Assessment Program
YALS = Young Adult Literacy Survey

--Continued

Table 5.8 (cont'd)

Data Source[b/]	SI	LD	MR	SED	HHD	VI	DB	OI	OHI	MD
	Federal Disability Category[c/]									
Other Agencies										
CPS	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
LSAY	▨	▨	▨	▨	▨	▨	▨	*	▨	▨
NASHS	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
NCS	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
NHEFS	▨	▨	▨	▨	*	▨	▨	*	▨	▨
NHIS	**	▨	*	***	**	**	▨	***	▨	▨
NSFG	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
YRBS	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨

b/ CPS = Current Population Survey, March Supplement
LSAY = Longitudinal Study of American Youth
NASHS = National Adolescent Student Health Survey
NCS = National Crime Survey
NHEFS = National Health and Nutrition Examination Survey
NHIS = National Health Interview Survey
NSFG = National Survey of Family Growth
YRBS = Youth Risk Behavior Survey

c/ SI = Speech Impairment
LD = Learning Disabilities
MR = Mental Retardation
SED = Serious Emotional Disturbance
HHD = Hard of Hearing and Deaf
VI = Visual Impairment
DB = Deaf/Blind
OI = Orthopedic Impairment
OHI = Other Health Impairments
MD = Multiple Disabilities

Source: National Center on Educational Outcomes (NCEO).

Analysis of the *learning disabilities* category showed that none of the non-educational data collection programs actually used the term "learning disability." In contrast, 9 of the 11 (81.8 percent) educational data collection programs included a single label indicating a learning disability. Overall, 10 of 19 (52.6 percent) of the data collection programs included a learning disability variable. In addition, one educational data collection program (NELS:88) used a combined category (i.e., for individuals with orthopedic impairments *or* learning disabilities) that would make disaggregation of the results for individuals with learning disabilities impossible.

For the three Federal special education disability categories of *mental retardation, deaf-blind,* and *multiple disabilities,* either the Federal category was used or the disability was not categorized. Of the 19 data collection programs, 7 (36.8 percent) used a term for individuals with mental retardation, and 5 (26.3 percent) included the deaf-blind and multiple disabilities categories. With one exception (use of the mental retardation category in NHIS:89), all the programs that used these three Federal categories were under the direction of the Department of Education.

Additional analyses revealed significant variability across data collection programs in the use of terms that correspond to the Federal categories of *serious emotional disturbance, hard of hearing, deaf, visual impairment, orthopedic impairment,* and *other health impairments.* In each of these analyses, researchers found single and multiple category variables. When multiple categories would be appropriate, such as in the case of the separate Federal special education categories of hard of hearing and deaf, only six data collection programs provided this option. Five of the six were under the direction of the Department of Education. However, sponsorship by the Department of Education did not ensure the appropriate use of two categories in six of their other data collection programs. With one exception (NALS:92 included *other health impairments*), only the NHIS:89 survey, directed by the National Center for Health Statistics, included multiple categories that appeared to correspond to a single Federal special education category.

Only three of the non-educational data collection programs included any variables that could be matched with the Federal special education categories: LSAY, NHIS:89, and NHEFS:86. Such a finding is not surprising, given that the non-educational data collection programs were designed to address predominantly non-educational issues (e.g., health, crime, family growth). Some of the non-educational data collection programs do not gather any disability-related information (NSFG:88, NASHS:88, NCS:86-89, YRBS:90-91). Others gather it (e.g., NHIS:89, NHEFS:86) but use a different conceptual framework, such as the International Classification of Impairments, Disabilities, and Handicaps (ICIDH) or the "functional limitation" or Nagi framework (Pope & Tarlov, 1991). Correspondence between terms used in these other disability conceptual frameworks and the Federal disability categories is limited.

Many of these non-educational data collection programs are some of the most inclusive national programs in terms of individuals with disabilities (McGrew, Thurlow, Shriner, & Spiegel, 1992). The lack of disability category variables results in a significant lost opportunity for producing important policy-relevant information about this portion of the population.

It is important to note that just because a data collection program includes a term related to the Federal disability categories does not necessarily mean that researchers can break out the results by the disability category. For example, the national and State NAEP programs (i.e., NAEP:88, TSAP:90) are listed as including many of the special education categories. However, this disability-related information was collected only for students who were *excluded* from the NAEP data collection activities. Therefore, it is impossible to disaggregate the NAEP results of any students with disabilities who were not excluded.

Some data collection programs do include variables similar to the Federal disability categories. Even these similarities, however, do not ensure that disaggregation is feasible. In other words, because of differences in how the data are collected and reported, breaking out the information according to disability category is harder than it seems, and in many cases impossible.

EDUCATIONAL RESULTS DATA COLLECTED BY STATES

NCEO annually surveys the 50 States and 9 Outlying Areas that receive Federal special education funds. The surveys have two purposes:

- to create an ongoing tracking system to describe how States are assessing educational results, particularly those for students with disabilities; and

- to work with States that have data that might be used to describe the educational results of students with disabilities nationally. In addition, NCEO is identifying persistent barriers to and needs of results assessment efforts, with the goal of providing information that will help States meet the needs and overcome the barriers.

The NCEO reports *Special Education Outcomes 1991* and *Special Education Outcomes 1992* provide detailed findings concerning the status of educational results assessment of students with disabilities. The major findings are:

- Participation and exit data continue to be a major part of States' data collection efforts for students with disabilities. IDEA requires States to report these data to OSEP.

- Few State-level special education data collection efforts, other than post-school status studies, yield results data on students with disabilities.

- State-level information on results is generated most often from large-scale general education assessments. Students with mild disabilities may participate, but the extent to which they participate is uncertain in most States.

- In 1992, more States reported having accessible achievement data on students with disabilities than was true in 1990.

- Despite State-level guidelines on who may be excluded from assessments and how to make testing accommodations for students with disabilities, variations in participation suggest that the criteria are implemented inconsistently.

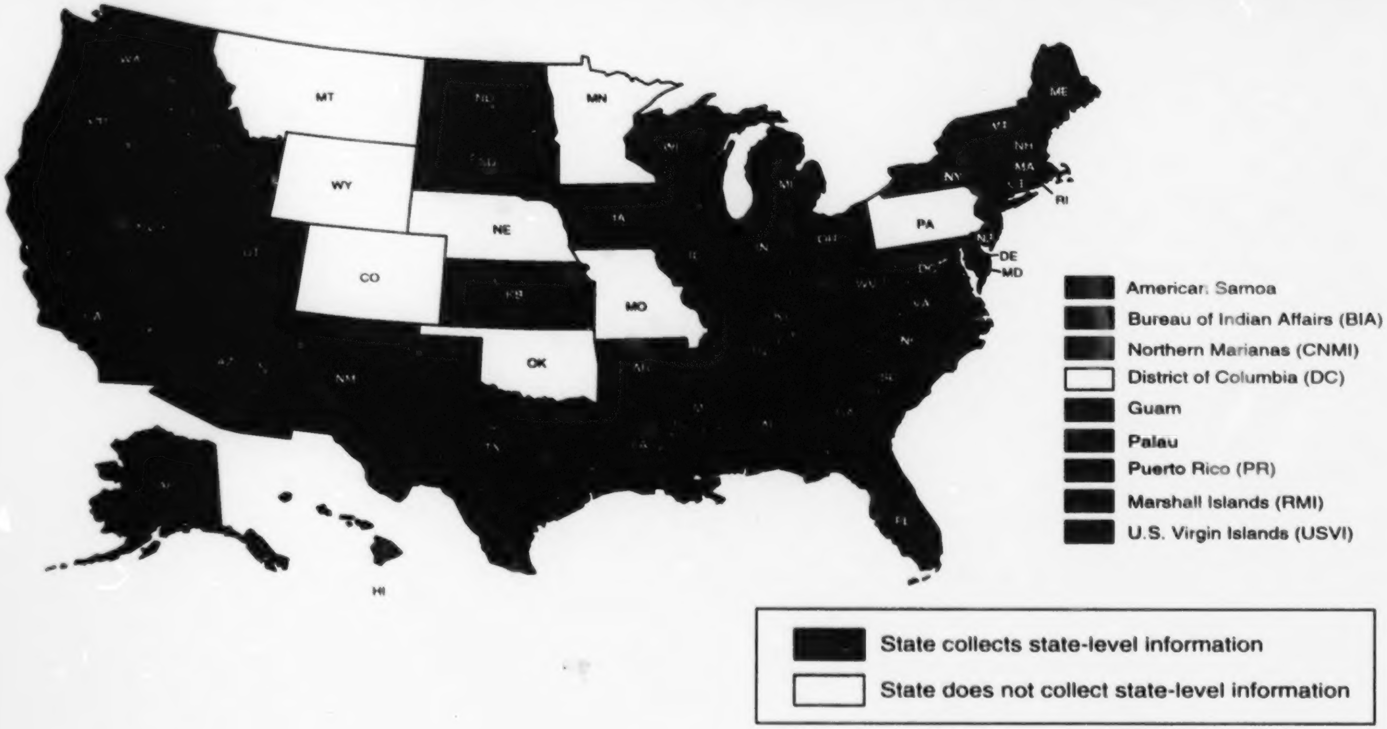
- In spite of their struggle to collect information about educational results, several States are exploring ways to adapt outcomes-based education systems.

Assessments of educational results in the States are still in the beginning stages. These NCEO State reports do not contain data on educational results for students with disabilities because these data do not yet exist in enough States to produce a meaningful report. Still, important information has been obtained from the States about three critical issues: *exclusion* of students with disabilities in existing State-level assessment programs, *identifying students* in State-level assessments, and *accommodations* made to promote the participation of students with disabilities in State-level assessments.

Exclusion of Students with Disabilities in State-Level Assessments

State-level assessments mainly measure academic achievement. Of the 59 States and Outlying Areas surveyed in 1992, all but 9 included students with disabilities in their State-level achievement assessments (see figure 5.2). In the States that did include students with disabilities, all but two had assessments that were conducted by the general education assessment program, either alone or in combination with vocational education. Thus, most States are collecting achievement data and including students with disabilities. Yet the data are not accessible in all of those States (see figure 5.3). Even in States in which students with disabilities are included, nearly 20 percent cannot separate the data of students with disabilities from the data of other students. Beyond this, the percentage of students with disabilities who participate in the statewide assessments ranges from less than 10 percent to more than 90 percent, according to States' own estimates (see table 5.9).

Figure 5.2 States in Which Academic Achievement Data on Students with Disabilities are Included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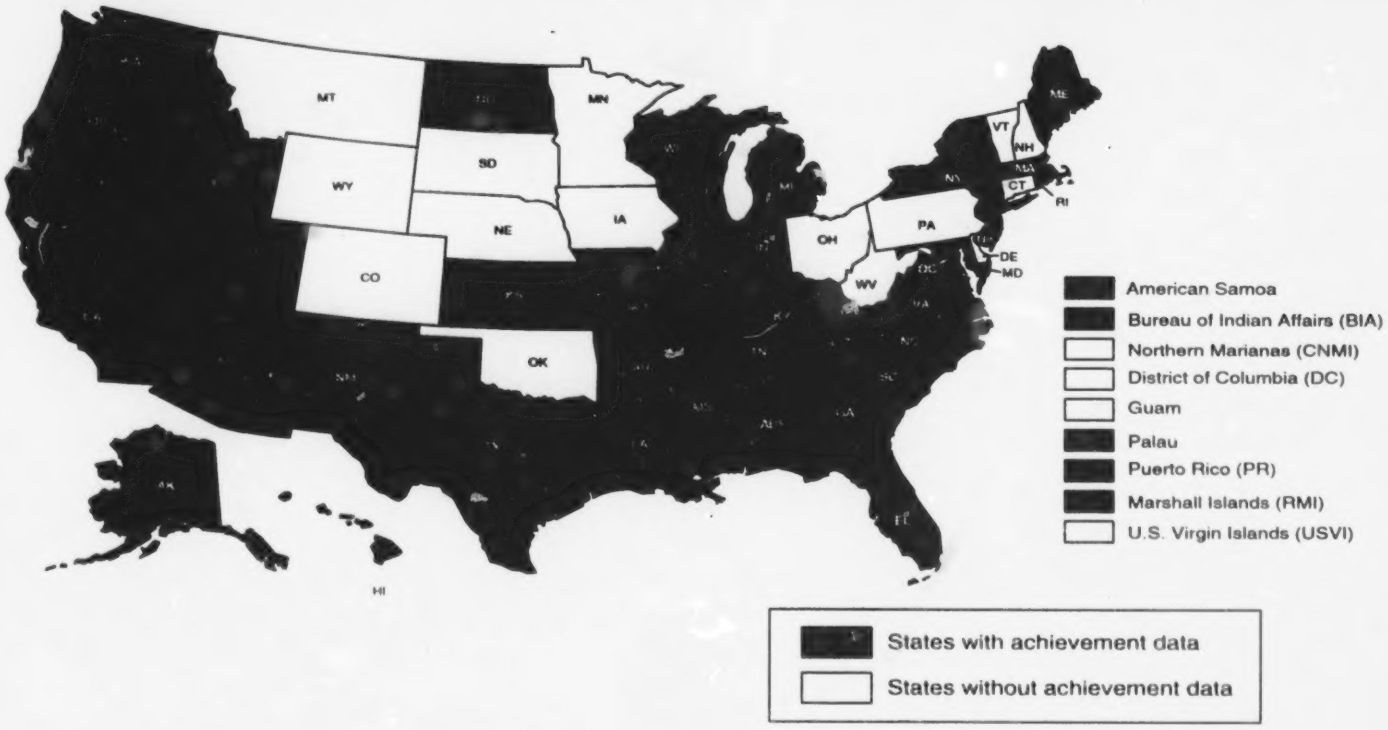
CT
RI
ME
NJ
DE
MD
DC
HI
American Samoa
Bureau of Indian Affairs (BIA)
Northern Marianas (CNMI)
District of Columbia (DC)
Guam
Palau
Puerto Rico (PR)
Marshall Islands (RMI)
U.S. Virgin Islands (USVI)
State collects state-level information
State does not collect state-level information

Source: National Center on Educational Outcomes.

Figure 5.3 States in Which Academic Achievement Data on Students with Disabilities are Accessible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PA
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DC
NM
TN
MS
AL
GA
SC
FL
AK
HI
American Samoa
Bureau of Indian Affairs (BIA)
Northern Marianas (CNMI)
District of Columbia (DC)
Guam
Palau
Puerto Rico (PR)
Marshall Islands (RMI)
U.S. Virgin Islands (USVI)
States with achievement data
States without achievement data

Source: National Center on Educational Outcomes.

Table 5.9 States' Estimates of the Percentages of Students with Disabilities Participating in Statewide Assessments of Academic Achievement

< 10 Percent	10 - 24 Percent	25 - 49 Percent	50 - 74 Percent	75 - 90 Percent	> 90 Percent
Colorado Florida Georgia Hawaii Idaho Louisiana Michigan Minnesota Missouri New Mexico North Dakota Washington Wisconsin District of Columbia Guam	Kansas New York Palau	California Connecticut Idaho Iowa Oregon Tennessee Texas CNMI Puerto Rico	Delaware Massachusetts New Jersey Rhode Island South Carolina South Dakota	Indiana Maine Maryland North Carolina American Samoa	Kentucky

Source: National Center on Educational Outcomes (NCEO).

Exclusion Guidelines

Guidelines regarding exclusion (or inclusion) of students with disabilities were reported by States. The following were the primary basis for State guidelines:

- level of special education service;
- amount of time in general education classes; and
- specific student characteristics.

Frequently, exclusion decisions were based on some undefined local decision or on a variety of other idiosyncratic variables. Analysis of the exclusion criteria in a sample of 17 States (Thurlow, Ysseldyke, & Silverstein, 1993) indicates even more complexity. For example, a State may have different rules for norm-referenced and criterion-referenced assessments. When States decide which students with special needs to include or exclude from testing, they typically consider criteria based on disability category, degree of impairment, percentage of time the student is mainstreamed, or percentage of time the student is receiving special services. Frequently, States consider more than one of the those variables. Some States look at more fine-grained variables, such as specific courses for which the students are mainstreamed (e.g., reading or math versus music or art). Sometimes consideration is given to whether the student's instructional objectives match those measured by the test. Frequently, the opinion of the parent or guardian is factored into the decision about whether a particular student should be included in a large-scale assessment. The exclusion decision sometimes hinges on whether accommodations are used during assessments. Some States consider whether a test can be adapted to a student's special needs and still maintain its validity. If adaptation appears to be impossible or not feasible, the student may be excluded from testing.

These differences in determining inclusion or exclusion compound the difficulty of comparing data from different States.

When and How Exclusion Occurs

As in national data collection programs, most instances of exclusion of students with disabilities at the State level occur at three stages: when the assessment instruments are developed; when the data are collected; and when results are analyzed, interpreted, and reported. State assessments commonly use commercial tests, which typically do not include students with disabilities in the development of the test. If they do, they do not report this information. This exclusion is problematic. Including representative samples of students with disabilities is not necessarily required in order to calculate accurate norms in well-standardized instruments. Nevertheless, including such individuals in test development is critical in order to learn what items or test administration procedures may need to be dropped or modified to accommodate the unique testing needs of students with disabilities (Daniels, 1989).

Exclusion of students during assessment occurs for many of the same reasons as in national assessments, probably because the decision is typically made by local school staff. As at the national level, reasons range from a concern over being unable to provide proper accommodations to a concern that the assessment situation may be uncomfortable for the student.

Exclusion during the analysis, interpretation, and reporting of State results occurs when students who were included in the assessments are excluded from the data analysis. This type of exclusion is more common in State-level assessments than in national assessments, possibly because of a desire to maintain higher school, district, or State results. Students with disabilities present many challenges to State agencies that try to include them in State assessments, and one solution is to remove their data from those of the non-disabled students.

Testing Accommodations for Students with Disabilities

States with formal, written testing accommodation guidelines are shown in figure 5.4. The number increased from 28 States in 1991 to 35 in 1992. Testing accommodations fall into four primary types:

- presentation format;
- response mode;
- setting; and
- scheduling or timing.

Figure 5.5 presents the number of States using each type of accommodation in 1991 and 1992. It is obvious from this comparison that States have increased their use of each type of accommodation.

SUMMARY AND IMPLICATIONS

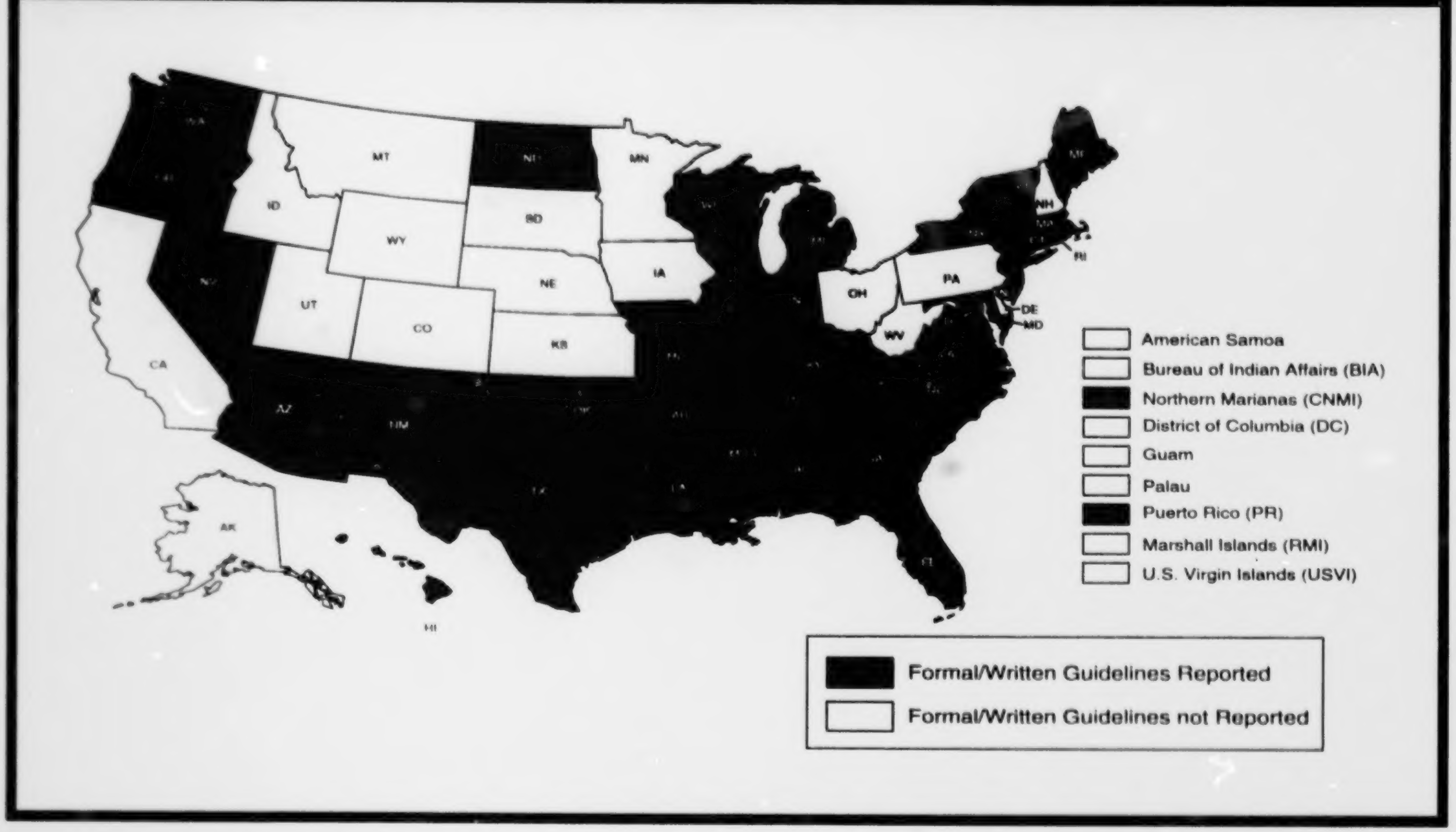
A national shift has occurred from a focus on *process* (what we do) to *results* (what we produce). This trend is very evident in education today. Parents, government agencies, businesses, and the community want to know more than just the number of students in school, the number of teachers and their degrees, the quality of facilities, and the types of books in the school libraries. They want to know how students are affected by school. They want to know whether students are leaving school prepared for work, college, or other post-school experiences. They want to know, in short, if their investment in education has been worth it.

This information is needed for all students, including students with disabilities. Access to special education services remains a critical issue, and educational results are just as important for students who receive special education services as for those who do not. The results are not the sole responsibility of special education, because students with special needs increasingly are part of the general education community. To obtain this information, students with disabilities must be included in the overall system of educational accountability measurement.

Although States and the nation are making progress in measuring educational results for students with disabilities, significant problems remain:

- Students with disabilities are disproportionately excluded from both State and national assessments. Even where guidelines about inclusion and exclusion exist, they are inconsistently implemented.

Figure 5.4 States with Formal, Written Accommodation Guidelines


WA
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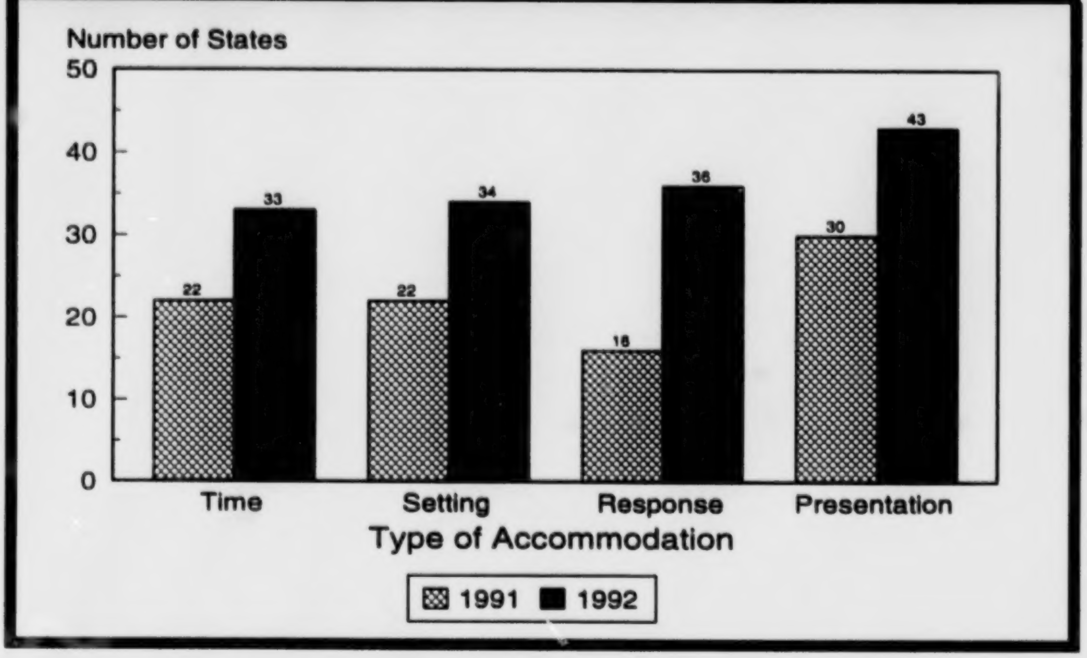
PA
OH
WV
DE
MD
FL
AK
HI
☐ American Samoa
☐ Bureau of Indian Affairs (BIA)
■ Northern Marianas (CNMI)
☐ District of Columbia (DC)
☐ Guam
☐ Palau
■ Puerto Rico (PR)
☐ Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)
■ Formal/Written Guidelines Reported
☐ Formal/Written Guidelines not Reported

Source: National Center on Educational Outcomes.

Figure 5.5 States Using Four Types of Accommodations in 1991 and 1992



Source: National Center on Educational Outcomes.

- Accommodations for the special testing needs of students with disabilities are inconsistently applied. Thus, the accommodations or lack of accommodations can further complicate the task of assessing and analyzing results for these students.

- There are variations in how students with disabilities are defined and how their educational results are reported. These variations exist from State to State, between State programs and national data collection programs, among the various types of national programs, and even within national programs sponsored by individual agencies.

- Variations in definition and reporting methods make it difficult to disaggregate accurate information about educational results for students with disabilities.

- In order for educational results for students with disabilities to be more accurately assessed, States and Federal agencies may need to modify their approaches toward assessment.

As the nation and the States continue producing data on the educational results of students who receive special education services, the National Center on Education Outcomes (NCEO) is considering several recommendations about how to include students with disabilities in assessments and how to make accommodations for them as they participate. For example:

- Develop broader and more uniform definitions of who is included in assessment samples, and base the definitions on more inclusive sampling frames.
- Increase the adherence to inclusion guidelines, and conduct follow-up studies to monitor adherence.
- Document the characteristics of students who are not included in data collection programs.
- Include students with disabilities when developing assessment instruments.
- Develop and study assessment modifications, accommodations, and alternatives.

There is no consensus on the extent to which students with disabilities should be included in large-scale assessments, nor on the issue of providing accommodations or determining what kinds of accommodations are acceptable (see, for example, several papers that express varying viewpoints on these issues -- Ysseldyke & Thurlow, 1993c).

To encourage schools and States to report results for all students receiving special education services NCEO has identified four major steps for creating a results-based reporting system at the State, school district, or school level:

- **Establish a solid foundation for the efforts.** Involve stakeholders at the beginning of the process , get them to agree on why results will be measured, and develop a common set of definitions and assumptions. Fundamental issues are resolved at this point.
- **Develop, adopt, or adapt a model.** Several models of education exist. Adopt or adapt one of these, or develop a new model. With stakeholders, select an overall approach. Then, with the input of stakeholders, define the domains, expected results, and indicators.

- **Establish a data collection and reporting system.** Accountability is part of the reason for measuring results. To achieve accountability, first decide where data will come from, and then develop or adapt ways to collect and analyze data. It will be important at this time also to decide how data will be reported and how the information will be used.

- **Install the system.** A results-based accountability system must be "installed." Make sure that there are incentives and support for the adoption and use of the system, that staff and the public are prepared for the changes that accompany the system, and that the system is evaluated as it is implemented.

These steps are described in more detail in the NCEO *Self-Study Guide to the Development of Educational Outcomes and Indicators* (Ysseldyke & Thurlow, 1993b).

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CHAPTER 6

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) requires States receiving funds under the Act to make a free appropriate public education (FAPE) available to all eligible children with disabilities. As part of its responsibilities under IDEA, the Department must "assess the impact and effectiveness of State and local efforts ... to provide ... free appropriate public education" to children and youth with disabilities [20 U.S.C. §1418(a)(1)-(2)].

The U.S. Department of Education, primarily through its Office of Special Education Programs (OSEP), aids State educational agencies and local school districts in implementing the nation's special education mandates by providing financial assistance, monitoring oversight, and providing policy support and technical assistance. This chapter describes the activities that OSEP undertook during FY 1993 to accomplish these responsibilities, as well as the refinements that OSEP has made to its monitoring system to address revisions to the legal requirements of Part B and to otherwise improve the monitoring process. These changes help ensure compliance with Part B requirements in a manner that results in more effective educational experiences and results for students with disabilities as the Part B statute and regulations have changed to address such issues as transition to post-school activities and assistive technology. Even more significant, however, is the constant evolution in how States meet their responsibilities as they work to meet the requirements of State and Federal law, to respond to new and refined technologies and information about how students learn, to implement corrective actions imposed by monitoring and litigation, and to respond to fiscal and political exigencies. Because of this evolution and because, as discussed below, some deficient practices have persisted -- notwithstanding OSEP monitoring, litigation, and the other pressures for change listed above -- OSEP has continued, and will continue, to refine its monitoring procedures to meet the mandates of Part B in a manner that most fully benefits its primary constituency -- children with disabilities and their families.

THE FEDERAL PROGRAM REVIEW PROCESS

Each State must meet a number of statutory and regulatory requirements in order to receive Federal financial assistance under the Part B program. Among the most critical are the mandates in 20 U.S.C. §§1412(1) and (6) that the State demonstrate to the Secretary that:

- The State has in effect a policy that assures all children with disabilities the right to a free appropriate public education; and

- The State Educational Agency (SEA) shall be responsible for ensuring that the requirements of Part B are carried out and that all educational programs for children with disabilities within the State, including each program administered by any other public agency, are under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA and meet the educational standards of the SEA.

Every three years, the State must submit to the Secretary of Education a State Plan that meets all of the Part B requirements specified in the implementing regulations at 34 CFR §§300.121-300.154. The plan must include a copy of all State statutes, regulations, policies, standards, and procedures that the State has established to carry out the applicable Federal requirements and to provide assurances that it will adhere to these requirements.

The SEA must review and approve applications for Part B funds submitted by eligible local educational agencies (LEAs) and other public agencies that provide special education and related services. Each LEA application for Part B funds must include all of the policies, procedures, and information required by the Part B regulations at 34 CFR §§300.220-300.240, as well as certain additional procedures and assurances required by the Education Department General Administrative Regulations (EDGAR) and the General Education Provisions Act (GEPA). The SEA must also monitor and evaluate the special education programs assisted by Part B funds, as required by §432(d)(b)(3) of GEPA and EDGAR at 34 CFR §80.40.

To ensure that SEAs are accomplishing their responsibilities consistent with the Part B and EDGAR requirements, OSEP has initiated a multifaceted program review process that consists of the following activities:

- reviewing State policy and technical assistance documents, SEA monitoring reports regarding LEAs and other public agencies, and other information utilized by an SEA to administer Part B;
- reviewing and approving State Plans;
- conducting on-site monitoring reviews;
- verifying the implementation of Corrective Action Plans (CAPs);
- reviewing final decisions of SEA complaint resolutions;
- establishing ongoing communication with SEAs, national and State organizations, parents and advocates, and other constituents; and
- conducting specific issue reviews.

Under this multifaceted review process, OSEP reviews a State's Part B plan to determine whether the State has established procedures that are fully consistent with Part B, EDGAR, and GEPA requirements. OSEP also conducts on-site monitoring visits to the State to determine whether the State has implemented the SEA's procedures in a manner fully consistent with Part B, EDGAR, and GEPA. The CAP process is used to ensure that deficiencies found during monitoring are corrected.

As noted above, OSEP's program review process is constantly undergoing refinement. Each year, OSEP refines its monitoring review to better integrate the various components of the process and to focus on those compliance areas that most directly and significantly affect students and their families. Past annual reports have identified many of the changes in each of the seven system components identified above. This report will focus primarily on OSEP's State plan review and on-site monitoring activities.

STATE PLAN REVIEW AND APPROVAL

To receive funds under Part B, a State must submit a State Plan once every three years to OSEP. The plan must describe in detail the policies and procedures the State has established and implemented to comply with the provisions of IDEA. It must include copies of the State statutes, regulations, and procedures that the State will use during the three-year grant period to implement the Part B requirements as specified in 34 CFR §§300.121-300.154. In addition, with respect to all of the State's public agencies that are responsible for providing special education to children with disabilities, the plan must provide sufficient detail to show how they are under the general supervision of the SEA and how each one ensures compliance with appropriate Federal and State law.

As specified at 34 CFR §300.134, the plan must include a copy of each State statute, State regulation, signed agreement between respective agency officials, and any other documents that show compliance with the requirement under 34 CFR §300.600 that the SEA ensures that "... each educational program for children with disabilities administered within the State, including each program administered by any other public agency, ... is under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA; and ... meets the education standards of the SEA (including the requirements of [Part B])." (34 CFR §300.600(a).)

State Plans must be approved by the Secretary of Education before funds can be allocated. Because Part B is a "forward-funded" program, funds do not become available until July of the year in which they are appropriated. OSEP requires States to submit their plans for review by March 1, four months before the July date on which they are eligible to receive their funding. Funding is contingent upon approval of the plan.

Technical Assistance to States Regarding State Plans

OSEP provided substantial technical assistance to States submitting State Plans in 1993 for FY 1994-96 and to States that will be submitting State Plans for FY 1995-97 in 1994. The primary goals of this technical assistance have been, first, to help States understand what must be included in each State Plan, and, second, to help States format their State Plan submissions in a manner that will expedite OSEP review.

As the centerpiece of this technical assistance, OSEP conducted State Plan Academies in the fall of 1992 and 1993 to provide training to key staff members from SEAs that would be submitting plans the following spring. During these well-attended one-day training sessions, OSEP reviewed plan content requirements, submission procedures, and time lines. As an additional benefit, the State Plan Academies have provided an excellent forum for OSEP to discuss with States the essence and nuances of core Part B provisions and for States to share with OSEP their challenges in meeting Part B requirements in the context of the difficult issues affecting education at both the State and Federal levels. This dialogue has enabled OSEP to work with States proactively to achieve compliance and educational effectiveness, thus accomplishing needed change in a timely and cooperative manner.

In tandem with the State Plan Academies each year, OSEP disseminated to States a detailed memorandum outlining plan content and submission requirements. Attached to each memorandum was a comprehensive checklist delineating all of the required policies, procedures, information, and assurances. OSEP highlighted new content requirements in the memorandum, the checklist, and the State Plan Academies. This emphasis on new requirements was especially important in light of the many Part B amendments in P.L. 101-476 (1990) and P.L. 102-119 (1991).

OSEP has also used less formal strategies to provide technical assistance to States regarding the development and submission of their State Plans. One key strategy is that OSEP has designated a State contact for each SEA. Each SEA is encouraged to work on an ongoing basis with its State contact and the corresponding section chief in developing its State Plan. The State contact system is complemented by designated substantive experts within the Program Review Branch[1] and senior policy analysts in the Office of the Director of the Division of Assistance to States. State contacts often refer complex issues to the appropriate OSEP specialist.[2]

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[1] The Program Review Branch includes designated experts in areas such as least restrictive environment, individualized education programs, local educational agency applications, procedural safeguards, transition, child count, and use of funds.

[2] Each State and Outlying Area is assigned to one of the five sections that constitute OSEP's Program Review Branch, and specifically to one section member who acts as the State contact for the SEA.

Deficiencies Identified by OSEP During Its Review of 21[3] FY 1994-96 State Plans

The types of policy and/or procedural issues that OSEP identified in new FY 1994-96 State Plans are summarized in the following sections.

Right to, and time lines for, free appropriate public education (34 CFR §§300.121 and 300.122). Thirteen of the 21 plans met all of the requirements of §§300.121 and 300.122. The remaining eight plans had one or more deficiencies. For example, three plans did not clearly and consistently require that a free appropriate public education (FAPE) be made available to all eligible children with a disability no later than their third birthday,[4] and three plans did not provide for all children who meet the IDEA definitions of "children with disabilities" to receive FAPE.

Full educational opportunity goal (34 CFR §§300.123, 300.125, and 300.126). Eleven of the 21 plans met all of the requirements of §§300.123, 300.125 and 300.126. The remaining ten plans had one or more of the following deficiencies:

- Three plans did not set forth a full educational opportunity goal for children from birth through age 21, as required by §300.123;
- Six plans did not set forth a timetable for accomplishing the goal of providing a full educational opportunity for all children with disabilities, as required by §300.125; and
- Five plans did not include a description of the kind and number of facilities, personnel, and services necessary throughout the State to meet the goal of providing a full educational opportunity for all children with disabilities, as required by §300.126.

Child identification (34 CFR §300.128). Nine of the 21 plans were fully consistent with the requirements of §300.128. The remaining 12 plans omitted some of the specific requirements of that regulation.

Individualized education programs (IEPs) (34 CFR §§300.340-300.350). Eight of the 21 plans were fully consistent with the requirements of §§300.340-300.350. The remaining 13 plans had two or more deficiencies regarding IEPs. The majority of these deficiencies concerned transition-related requirements.

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[3] One additional plan for FY 1994-96 was not submitted until after the completion of the analysis set forth in this chapter.

[4] Under 34 CFR §300.300, a State is eligible to receive Part B funds if the entitlement to a free appropriate public education begins no later than a child's sixth birthday. However, as provided in Section 619 of the IDEA, a State may not receive any Part B, Chapter 1 (SOP), or IDEA discretionary funds for children age 3 through 5 unless the State makes a free appropriate public education available to all eligible children with a disability beginning no later than their third birthday.

Procedural safeguards (34 CFR §§300.500-300.515). Five of the 21 plans were fully consistent with the requirements of §§300.500-300.515, and an additional four had one deficiency (§300.504(a), 300.512(d), 300.514(a)/(b), or 300.515). The remaining 12 plans had two or more deficiencies regarding procedural safeguard requirements. The majority of these deficiencies were technical in nature.

Confidentiality of personally identifiable information (34 CFR §§300.560-300.575). Six of the 21 State Plans were fully consistent with the requirements of §§300.560-300.575, and one omitted the requirement at 34 CFR §300.571(b) that an agency or institution subject to regulations promulgated under the Family Education Rights and Privacy Act (FERPA) may not release information to participating agencies without parental consent unless authorized to do so by FERPA. The remaining 14 plans had two or more deficiencies regarding confidentiality of personally identifiable information.

Least restrictive environment (34 CFR §§300.550-300.556). Nine of the 21 State plans were fully consistent with the requirements of §§300.550-300.556, and four of the plans omitted only the requirements of §300.554, that the SEA make arrangements with public and private institutions to ensure that the least restrictive environment requirements are effectively implemented. As summarized in table 6.1, the remaining eight plans had two or more deficiencies regarding placement in the least restrictive environment.

Protection in evaluation procedures (34 CFR §§300.530-300.534). Thirteen of the 21 plans were fully consistent with the requirements of §§300.530-300.534. The other eight plans inlcuded one or more technical deficiencies.

Responsibility of the state educational agency (34 CFR §§300.134 and 300.600). Fifteen of the 21 plans met the requirements of §§300.134 and 300.600 regarding the general supervision responsibility of the SEA.[5] The remaining six plans had the following deficiencies:

- Two plans permitted public agencies to apply to the SEA for waivers from State standards but did not clarify that the SEA may not waive any Part B requirements.

- Two plans omitted needed content from interagency agreements that the SEAs used to exercise their general supervision responsibility.

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[5] To meet these requirements, a plan must show that:

> Each educational program for children with disabilities administered within the State, including each program administered by any other public agency -- (i) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA; and (ii) Meets the education standards of the SEA (including the requirements of [Part B]) [§300.600(a)(2)].

Under §300.600, a State may establish procedures that permit the waiver of State standards, so long as those standards are not also Part B requirements.

Table 6.1 Number of FY 1994-96 State Plans with Deficiencies Regarding Specified Least Restrictive Environment Requirements

Number of Plans	Regulation[a]
5	§300.550(b)(1) - To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who are nondisabled.
2	§300.550(b)(2) - Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment may occur only when the nature or severity of disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily.
1	§300.551(b) - Continuum must include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.
2	§300.552(c) - Unless child's IEP requires some other arrangement, child is educated in school that he or she would attend if nondisabled.
1	§300.552(d) - In selecting LRE, consideration must be given to any potential harmful effect on child or on quality of needed services.
2	§300.553 - Each child with a disability shall participate with nondisabled children in nonacademic and extracurricular services and activities to maximum extent appropriate.
6	§300.554 - SEA shall make arrangements with public and private institutions to ensure LRE requirements are effectively implemented.
1	§300.555 - SEA shall carry out activities to ensure teachers and administrators in all public agencies are fully informed about their responsibilities for implementing LRE requirements and are provided with technical assistance and training necessary to assist them in this effort.
2	§300.556(b) - If SEA finds evidence that a public agency makes placements inconsistent with LRE requirements, SEA shall review agency's justification for its actions and assist in planning and implementing any necessary corrective action.

[a] All references to regulations are from 34 CFR Part 300.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

- One plan omitted the requirement of §300.600(a)(2)(ii) that the SEA ensure that all educational programs for children with disabilities in the State, including each program administered by any other public agency, meet the education standards of the SEA (including the requirements of Part B).

- One plan implied that the SEA was not required, as part of its general supervision responsibility, to ensure that due process hearing decisions were implemented.

Comprehensive System of Personnel Development (34 CFR §§300.380-300.383). Four of the 21 plans met all of the requirements of §§300.380-300.383 regarding the State's Comprehensive System of Personnel Development (CSPD). The deficiencies that OSEP found in the other 17 plans are summarized in table 6.2.

Private schools (34 CFR §§300.400-300.403, 300.450-300.452, and 76.651-76.662).[6] Eight of the plans met all of the requirements of 34 CFR §§300.400-300.403, 300.450-300.452, and 76.651-76.662 regarding private schools. An additional seven plans lacked only one of those requirements. The other 13 plans included one or more technical deficiencies.

Recovery of funds (34 CFR §300.141). Under §300.141, a State Plan must include policies and procedures that ensure that the State seeks to recover any funds provided under Part B for services to a child who is determined to be erroneously included in the Part B child count. To meet this requirement, the plan must include child count verification procedures that ensure:

(1) the conducting of an accurate and unduplicated count of children with disabilities receiving special education and related services on December 1 of the count year;

(2) the inclusion of children in the Part B count only if they are enrolled on December 1 in a school or program that is operated or supported by a public agency that provides them with special education and related services; and

(3) the exclusion of children from the Part B count if, on December 1, they:

  - are not enrolled in a school or program operated or supported by a public agency;

  - are not provided special education that meets State standards;

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[6] §300.451(b) requires that the requirements in 34 CFR §§76.651-76.662 of EDGAR be met.

Table 6.2 Number of FY 1994-96 State Plans with Deficiencies Regarding Specified Comprehensive System of Personnel Development Requirements

Number of Plans	Regulation[a]
7	§300.380(a)(1) - State must develop and implement CSPD that is consistent with purposes of the Act and with CSPD described in 34 CFR §303.360.
4	§300.381(a) - State Plan must include description of procedures and activities the State will undertake to ensure adequate supply of qualified personnel, including special education and related services personnel and leadership personnel, necessary to carry out purposes of Part B. Procedures and activities must include the development, updating, and implementation of a plan that addresses current and projected special education and related services personnel needs, including the need for leadership personnel.
9	§300.381(b) - State Plan must include description of procedures and activities the State will undertake to ensure adequate supply of qualified personnel, including special education and related services personnel and leadership personnel, necessary to carry out purposes of Part B. Procedures and activities must include the development, updating, and implementation of a plan that coordinates and facilitates efforts among SEA and LEAs, institutions of higher education, and professional associations to recruit, prepare, and retain qualified personnel, including personnel from minority backgrounds and personnel with disabilities.
1	§300.382(a) - State Plan must include description of procedures and activities State will undertake to ensure all personnel necessary to carry out Part B are appropriately and adequately prepared. Procedures and activities must include system for continuing education of regular and special education and related services personnel to enable these personnel to meet needs of children with disabilities under Part B.
1	§300.382(c) - State Plan must include description of procedures and activities State will undertake to ensure all personnel necessary to carry out Part B are appropriately and adequately prepared. Procedures and activities must include procedures for adopting, if appropriate, promising practices, materials, and technology, proven effective through research and demonstration.
1	§300.383(a) - Procedures and activities required in §§300.381 and 300.382 must include development and maintenance of system for determining, on an annual basis, data required in paragraphs §300.383(b) and (c).
3	§300.383(b)(1)(i) - System required by §300.383(a) must enable State to determine, on an annual basis, the number and type of personnel, including leadership personnel, employed in the provision of special education and related services, by profession or discipline.

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Table 6.2 (cont'd)

Number of Plans	Regulation[a]
5	§300.383(b)(1)(ii) and (iii) - System required by §300.383(a) must enable State to determine, on an annual basis, the number and type of personnel employed with emergency, provisional, or temporary certification in each profession or discipline who do not hold appropriate State certification, licensure, or other credentials comparable to certification or licensure for that profession or discipline; and the number and type of personnel, including leadership personnel, in each profession or discipline needed, and a projection of numbers of those personnel that will be needed in 5 years, based on projections of individuals to be served, retirement and other departures of personnel from the field, and other relevant factors.
6	§300.383(b)(2) - Data on special education and related services personnel required in §300.383(b)(1) must include audiologists, counselors, diagnostic and evaluation personnel, home-hospital teachers, interpreters for students with hearing impairments (including deafness), occupational therapists, physical education teachers, physical therapists, psychologists, rehabilitation counselors, social workers, speech-language pathologists, teacher aides, recreation and therapeutic recreation specialists, vocational education teachers, work-study coordinators, and other instructional and non-instructional staff.
6	§300.383(b)(3) - Data on leadership personnel required by §300.383(b)(1) must include administrators and supervisors of State or local agencies involved in provision or supervision of services or activities necessary to carry out purposes of Part B.
2	§300.383(c)(1) - System required in §300.383(a) must enable State to determine, on an annual basis, institutions of higher education within State that are preparing special education and related services personnel, including leadership personnel, by area of specialization, including numbers of students enrolled in programs for the preparation of special education and related services personnel administered by these institutions of higher education.
3	§300.383(c)(2) - System required in §300.383(a) must enable State to determine, on an annual basis, institutions of higher education within State that are preparing special education and related services personnel, including leadership personnel, by area of specialization, including numbers of students who graduated during past year with certification or licensure, or with credentials to qualify for certification or licensure, from programs for preparation of special education and related services personnel administered by institutions of higher education.

[a] All references to regulations are from 34 CFR Part 300.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

- are not provided with a related service that they need to assist them in benefitting from special education;

- are counted by a State agency under Subpart 2 of Part D of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965; or

- are receiving special education funded solely by the Federal Government.

Ten of the 21 plans included an adequate description of procedures to ensure the recovery of funds for misclassified children, including procedures for verifying the accuracy of the child count. Two additional plans included an adequate description of the procedures that the State uses to verify the accuracy of the child count. One plan, however, permitted agencies to count certain children *suspected* of having a disability, and the other plan required recovery of funds only if less than 95 percent of the children counted by a public agency had a current IEP on the December 1 count date. The other nine plans included no description or an inadequate description of the procedures used by the SEA to ensure that the count is accurate and unduplicated.

Notice and opportunity for hearing on LEA application [34 CFR §300.144 and 76.401(d)].[7] Fourteen of the 21 plans reviewed included all of the specific requirements of §76.401(d), while the other seven plans did not.

Annual evaluation (34 CFR §300.146). Nineteen of the 21 plans included procedures for evaluating, at least annually, the effectiveness of programs in meeting the educational needs of children with disabilities, including evaluation of IEPs, as required by §300.146. Two did not.

Use of Part B funds (34 CFR §§300.148 and 300.149). Twelve of the plans included all of the requirements of §300.149. The remaining nine plans included one or more technical deficiencies.

Personnel Standards (34 (CFR §300.153). Sixteen of the 21 plans did not: (1) include sufficient information to ensure that the State's standards for each profession or discipline that provides special education and related services, including standards for temporary or emergency certification, were based on the highest requirements in the State applicable to that profession or discipline; or (2) include the steps the State was taking to ensure that, by a specified date, all persons providing special education and related services meet entry-level degree requirements based on the highest requirements in the State.

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[7] Pursuant to §300.144, each State Plan must include procedures to ensure that the SEA does not take any final action with respect to an application submitted by an LEA before giving the LEA reasonable notice and an opportunity for a hearing under §76.401(d) of EDGAR.

ON-SITE MONITORING REVIEW

The on-site monitoring review process is another important component of the Federal program review. OSEP conducts an on-site monitoring review of each State and Outlying Area receiving financial assistance under Part B approximately once every four years. OSEP uses the data collected from the on-site monitoring reviews to assess, first, the extent to which the policies, procedures, and assurances in the State's approved Part B Plan are actually being implemented, and, second, the effectiveness of the State's systems for general supervision.

Many of the methods used and issues investigated are consistent across on-site monitoring reviews. Each State, however, has unique systems, strengths, and weaknesses. OSEP will, therefore, tailor the procedures it uses to collect, verify, and analyze data when necessary to ensure that the monitoring and corrective action processes are accurate and effective. Before each actual on-site visit, OSEP gathers and analyzes information from a range of sources to assist in planning and implementing the compliance review process. This process currently includes areas such as the following:

(1) Reviewing and analyzing a number of documents, including but not limited to the State Plan (including the State's laws and regulations), policy letters and advisories, handbooks and guidelines, prior monitoring reports and corrective action documents, consumer complaints, and results of hearings and recent litigation; and

(2) Soliciting information from interested parents, advocates, and representatives of professional groups by holding pre-site visit public meetings in the State, and by requesting pre-site visit written comments. To maximize the helpfulness of such public input, OSEP's notices regarding these meetings regularly request that public comment focus on the following compliance areas:

- the education of students with disabilities in the least restrictive environment appropriate to their educational needs;
- the development and implementation of individualized education programs, including parent involvement;
- due process and other procedural safeguards, including notice, consent, independent educational evaluation, confidentiality, and hearings;

- protection in evaluation procedures;
- free appropriate public education, including extended school year and transition services;
- complaint management, including procedures for accepting and resolving complaints regarding the implementation of Part B;
- the State's application and review procedures for school districts and other agencies applying for Part B funds; and
- the process by which the SEA monitors the compliance of school districts and other agencies.

(3) Interviewing SEA officials regarding the State's systems for general supervision and the unique characteristics of the State's special and general education service models.

From this information, OSEP specifically tailors its on-site monitoring to the State under review. Within that State-specific tailoring, each review is designed to ensure that, at a minimum, the following areas of SEA responsibility are examined: provision of services to ensure a free appropriate public education; SEA monitoring; SEA review and approval of LEA applications (except in States and Outlying Areas that do not have separate LEAs and do not, therefore, have an LEA application process); complaint management; submission and verification of child count; protection in evaluation procedures; due process and procedural safeguards; placement in the least restrictive environment; and individualized educational programs.

As illustrated in table 6.3, there typically are eight steps in OSEP's on-site monitoring process. It is important to note, however, that on-site monitoring is only one element of the multifaceted and continuous process that OSEP uses to collect information and gain an understanding of each State's systems for compliance.

Schedule for On-Site Monitoring Reviews

Table 6.4 lists the 15 States and Outlying Areas in which OSEP conducted on-site monitoring reviews during the 1992-93 school year, as well as the 15 scheduled during the 1993-94 school year.

OSEP issued 11 draft monitoring reports and eight final reports during FY 1993. The findings that OSEP included in the final monitoring reports are summarized in table 6.5.

Table 6.3 Typical Steps in Conducting On-Site Monitoring Reviews

Step	Specific Activities
Step 1: Select and inform States that will be monitored during following school year	• Based primarily upon the date on which States were last monitored, select States that will be monitored during the following school year. (Under the current schedule, OSEP visits approximately 15 States each school year.) • In the spring, inform States that will be monitored the following school year.
Step 2: Conduct monitoring academy and arrange visit dates	• In the spring, conduct monitoring academy for States that OSEP will monitor the following year. • At the time of the academy or shortly thereafter, arrange dates with State for public meeting/pre-site visit and on-site visit.
Step 3: Conduct public meeting/pre-site visit	• Send written notice to SEA and to State and national advocacy organizations of purpose, schedule, and location of public meetings. • Conduct public meetings to gather input from interested organizations and individuals regarding appropriate issues and geographical focuses of OSEP compliance review. • While in State for public meetings, meet with SEA officials to plan on-site visit, to collect data regarding State systems for general supervision, and to collect other information to assist in identifying appropriate issues and geographical focuses for OSEP compliance review.
Step 4: Develop monitoring plan	• After return from pre-site visit, continue to receive (and, if appropriate, solicit) written and telephone comments to assist in identifying appropriate issues and geographical focuses for OSEP compliance review. • Analyze and synthesize information from the public meetings and other comment sources; pre-site meetings with SEA; SEA documents (including State plan, monitoring and LEA application review documents, placement data, funding formulas, etc.); previous OSEP monitoring report(s) and related CAP documents; and other relevant information. • Use information from the public meetings, State Plan, and document review to determine appropriate focuses for compliance review, to design data collection and verification strategies and forms, and to select State agencies and LEAs to be visited to collect data regarding the effectiveness of SEA's systems for general supervision.

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Table 6.3 (cont'd)

Step	Specific Activities
Step 5: Conduct on-site review	• Interview SEA officials and review SEA documents to complete collection of data regarding SEA's systems for general supervision. • Interview officials from other State agencies that provide educational and/or residential services to students with disabilities, to determine whether the educational programs for such students are under the general supervision of the SEA and meet the requirements of Part B and the standards of the SEA. • Collect data in a number of public agencies, including local educational agencies, to determine effectiveness of SEA's systems for general supervision. (Data collection methods include reviewing student records and interviewing agency administrators, teachers, and parents.) • Note exemplary programs and practices. • Discuss preliminary findings with SEA officials in exit conference.
Step 6: Analyze data and prepare draft report	• Analyze and synthesize data collected from all sources to determine areas of noncompliance. • Prepare draft report that identifies legal requirements, findings of noncompliance, data that support each finding, and required corrective actions designed to ensure effective and comprehensive correction. • Issue a draft report to the SEA for review and comment.
Step 7: Prepare and issue final report	• Receive and review the SEA response and any additional information submitted by the SEA. • Based upon information in SEA response, make any necessary modification to the draft report to ensure its accuracy and completeness; issue as a final report to the SEA. • Release the final report to members of public on request.
Step 8: Review State documentation of corrective action	• Review and respond to State's proposed Corrective Action Plan (CAP) for meeting Federal requirements. • Approve State's corrective action products and procedures. • Document completion of State's CAP.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

Table 6.4 Schedule of On-Site Monitoring Reviews

1992-93 Monitoring Visits	1993-94 Monitoring Visits
Vermont (9/92)	Utah (9/93)
Tennessee (9/92)	Bureau of Indian Affairs (9/93)
Alabama (9/92)	Michigan (9/93)
Virgin Islands (9/92)	Wisconsin (10/93)
Oregon (10/92)	New York (10/93)
Colorado (10/92)	New Mexico (11/93)
Missouri (1/93)	North Dakota (12/93)
Florida (1/93)	Connecticut (12/93)
Mississippi (2/93)	Washington (1/94)
District of Columbia (2/93)	Arizona (1/94)
Pennsylvania (3/93)	South Dakota (3/94)
Maine (3/93)	Wyoming (4/94)
Alaska (3/93)	Montana (4/94)
Nebraska (3/93)	New Hampshire (4/94)
New Jersey (3/93)	Iowa (4/94)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

Table 6.5 Summary of Findings in Final Monitoring Reports Issued during FY 1993

Number of Reports	Area of Findings
	INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)[a]
3	**Meetings to Develop/Review/Revise IEPs [§300.343(a) and (d)]** Each public agency is responsible for initiating and conducting a meeting, at least once a year, for the purpose of developing, reviewing, and revising an IEP for each child with a disability.
2	**Agency Representative to Participate in IEP Meetings [§300.344(a)(1)]** Each public agency must ensure that a representative of the public agency, other than the child's teacher, who is qualified to provide or to supervise the provision of special education, participates in each meeting held to develop, review, or revise an IEP.
1	**Notification of IEP Meetings [§300.345(b)(1)]** Each public agency must provide notification to parents of IEP meetings, indicating the purpose, time, and location of the meeting and who will be in attendance.
1	**Documentation Required if Parents Do Not Attend IEP Meeting [§300.345(d)]** A public agency may conduct an IEP meeting without a parent in attendance if the public agency is unable to convince the parents that they should attend, but the public agency must have a record of its attempts to arrange a mutually agreed-on time and place, such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits.
4	**Content of IEP [§300.346(a)]** The IEP for each child must include a statement of the child's present levels of educational performance; a statement of annual goals, including short-term instructional objectives; a statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs; the projected dates for initiation of services and the anticipated duration of the services; and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

–Continued

Table 6.5 (cont'd)

Number of Reports	Area of Findings
PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT[a]	
5	**Removal from Regular Education Environment [§300.550(b)(2)]** Each public agency must ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
4	**Continuum of Alternative Placements [§§300.551(a) and 300.552(b)]** Each public agency must ensure that a continuum of alternative placements (including instruction in regular classes, special classes, special schools, home instruction; and instruction in hospitals and institutions) is available to meet the needs of children with disabilities for special education and related services; and that those alternative placements included are available to the extent necessary to implement the IEP for each child with a disability.
3	**Placement Determined Annually [§300.552(a)(1)]** Each public agency must ensure that the educational placement of each child with a disability is determined at least annually.
5	**Placement Based Upon IEP [§300.552(a)(2)]** Each public agency must ensure that the educational placement of each child with a disability is based on his or her IEP.
1	**Placement as Close to Home as Possible [§300.552(a)(3)]** Each public agency must ensure that the educational placement of each child with a disability is as close as possible to the child's home.
4	**Nonacademic and Extracurricular Services and Activities [§300.553]** In providing or arranging for the provision of nonacademic and extracurricular services and activities, each public agency shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.
1	**Placement Decision by Group [§300.533((a)(3)]** Each public agency must ensure that the placement decision for each child with a disability is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
PROTECTION IN EVALUATION PROCEDURES[a]	
4	**Reevaluation [§300.534(b)]** Each public agency must ensure that each child with a disability is evaluated, consistent with the requirements of §300.532, every three years, or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation.

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Table 6.5 (cont'd)

Number of Reports	Area of Findings
	PROCEDURAL SAFEGUARDS[a]
4	**Establishment of Procedural Safeguards [§300.501]** Each public agency must establish and implement procedural safeguards that meet the requirements of §§300.500-300.515 (and the requirements of §§300.562-300.569, as incorporated by §300.502).
1	**When Parents Must Receive Prior Written Notice [§300.504(a)]** Public agencies must provide parents with written notice that meets requirements of §300.505 when they propose or refuse to initiate or change identification, evaluation, or educational placement of child or provision of free appropriate public education to child.
3	**Content of Prior Written Notice [§300.505(a)]** Notice under §300.504 must include a full explanation of all of the procedural safeguards available to the parents under §300.500, §§300.502-300.515, and §§300.562-300.569; a description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected; a description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal or refusal; and a description of any other factors that are relevant to the agency's proposal or refusal.
6	**Full Explanation of Procedural Safeguards[a] [§300.505(a)(1]** Notice under §300.504 must include a full explanation of all of the procedural safeguards available to the parents under §300.500, §§300.502-300.515, and §§300.562-300.569.
6	**Time Lines for Hearings and Reviews [§300.512(a), (b), and (c)]** A final decision must be reached and mailed to the parties not later than 45 days after receipt of a request for hearing, and not later than 30 days after receipt of a request for review, unless the hearing or reviewing officer grants a specific extension of time beyond those timelines.

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[a] In some of the reports, OSEP made findings, under §300.505(a), as to whether each notice under §300.504(a) included each of the four components required under §300.505(a)(1)-(4), including an explanation of procedural safeguards, and separate findings as to whether the document(s) used by public agencies to meet the requirements of §300.505(a)(1) included a full and accurate explanation of all of the procedural safeguards available to the parents under §§300.500, 300.502-300.515, and 300.562-300.569.

Table 6.5 (cont'd)

Number of Reports	Area of Findings
	PROCEDURAL SAFEGUARDS (cont'd)
1	**Circumstances Under Which Surrogate Parent Must be appointed [§300.514(a) and (b)]** A public agency must appoint a surrogate parent to protect the rights of a child when no parent can be identified; the public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or the child is a ward of the State under the laws of that State.
	COMPLAINT MANAGEMENT[c/]
2	**Time Line for Resolution of Complaints [§300.661(a)] (formerly §76.781)** SEA must resolve Part B complaints within 60 days from the date on which they are received, unless exceptional circumstances exist with regard to an individual complaint.
	PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION (FAPE)[d/]
3	**Provision of Extended School Year Services to Ensure Provision of FAPE [§300.300]** Public agencies must ensure that individual students receive extended school year services if necessary to ensure provision of FAPE.
6	**Provision of Related Services Needed to Benefit from Special Education and as Set Forth in IEP [§§300.300 and 300.350)]** Public agencies must ensure that each student's IEP accurately specifies what, if any, related services the student needs to benefit from special education, and that those related services are provided as specified in the IEP.
1	**Timely Preplacement Evaluation [§§300.300, 300.128, and 300.220]** Each public agency must ensure that the provision of FAPE to a child with a disability is not denied or delayed because the agency fails to conduct a timely preplacement evaluation.
1	**Unique IEPs [§300.300]** The IEP for each child with a disability must be based upon that child's unique needs.
	GENERAL SUPERVISION[e/]
4	**SEA Responsibility for all Educational Programs for Children with Disabilities [§300.600(a)(2)]** The SEA is responsible for ensuring that each educational program for children with disabilities administered within the State, including each program administered by any other public agency, is under the general supervision of the SEA and meets the education standards of the SEA (including the requirements of Part B).

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Table 6.5 (cont'd)

Number of Reports	Area of Findings
	REVIEW AND APPROVAL OF LOCAL EDUCATIONAL AGENCY (LEA) APPLICATIONS[a]
8	**SEA Approval of LEA Applications [§76.400]** A State may approve an LEA application for Part B funds only if it meets all Part B, EDGAR, and GEPA requirements. (OSEP made findings where the SEA had no method to determine -- prior to approving LEA applications for Part B funds -- whether they met all Federal application requirements or where the SEA had approved an LEA's application although it did not meet all Federal application requirements.)
5	**SEA Approval of Application Amendments Prior to Their Implementation [§76.770]** An LEA must operate in accordance with its approved Part B application. Therefore, the SEA must review any amendments that an LEA makes in its approved application before the LEA may implement that amendment.
	SEA MONITORING[a]
8	**Identification of Deficiencies [20 USC §1232(B)(3)(A)]** The SEA must adopt and use effective methods to identify deficiencies of public agencies that provide educational services to children with disabilities. (OSEP made findings if an SEA's monitoring procedures did not include a method or included an incomplete method to determine compliance with Part B or EDGAR requirements or if a method had not been effective in determining compliance.)
6	**Correction of Deficiencies [20 USC §1232(B)(3)(E)]** The SEA must adopt and use effective methods to correct deficiencies identified through the monitoring process.

[a] Unless otherwise noted, all references to regulations are from 34 CFR Part 300.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

CHAPTER 7

STUDY OF SPECIAL POPULATIONS NATIVE AMERICAN STUDENTS WITH DISABILITIES

According to the 1990 U.S. Census, 1.9 million Americans, or approximately 0.8 percent of the general population, claimed Native American status. More than 5 million additional individuals indicated that they were of Native American descent, but did not claim "American Indian" as their ethnic identity (Bureau of the Census, 1990; Hodgkinson, 1992). Approximately 637,000 Native Americans are reported as living on Federally recognized reservations or trust lands, with more than 252,000 additional Native American individuals living in cities. The remaining number live in rural or suburban areas outside Federal reservations (Bureau of the Census, 1990).[1]

Native Americans may comprise a small proportion of the U.S. population, but they represent a significant presence in several States and metropolitan areas. Half of the Native American population is concentrated in six States (Oklahoma, California, Arizona, New Mexico, Alaska and Washington). The reservation with the largest population (143,000) is the Navajo reservation, which occupies parts of Arizona, New Mexico and Utah. The metropolitan areas with the largest concentrations of Native Americans are New York City, Los Angeles, Chicago and San Francisco (Bureau of the Census, 1990).

Between 1980 and 1990, the Native American population increased 54 percent. This is attributable to a birth rate 28 percent higher than the non-Native American population, decreasing infant mortality, and a rise in individuals reclaiming their Native American status due to increased cultural interest and decreased racial/ethnic barriers (O'Brien, 1992; Szasz, 1992). In the 1980 Census, the largest number of Native Americans were between 10 and 19 years of age. In the 1990 Census, the largest Native American age group was birth through age 9 (National Advisory Council on Indian Education [NACIE], 1992). The current median age of Native Americans is 23.5 years, compared to the non-Native median age of 30.0 years.

DEFINITION OF "NATIVE AMERICAN"

Within the Native American community, differences in the way the term "Native American" is defined are based primarily on the proportion of lineage traceable directly to Native American ancestors. Definitions based on the different criteria used for the data collections presented in this chapter are described below:[2]

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[1] This chapter uses the term "Native American" to refer to this population. Other reports, studies, or organizations may use the term "American Indian," and that may appear in this report when these sources are referenced.

- *U.S. Census Definition*: In the 1990 Census, individuals were counted as Native Americans if they (1) stated it as their ethnic identity, and (2) provided the name of a State recognized or Federally recognized tribe or native village to which they belonged. In the Census, the term "Native American" refers to American Indians, Alaskan Natives, and Aleuts. Note that the procedure used in the 1990 Census was a change from the 1980 (and previous) Census, when the census-taker rather than the respondent determined an individual's ethnic identity.

- *National Assessment of Educational Progress (NAEP)*: NAEP data on race/ethnicity were self-reported, with few guidelines provided to students as to what the term means. The specific language of the question asked whether the student is an American Indian or Alaskan Native. Race/ethnicity data on students who were excluded from the NAEP assessment based on disability or limited English proficiency were provided by school personnel; the criteria they used are not known.

- *The U.S. Government* officially recognizes more than 500 Native American tribes and Alaska Native villages; however, there are many other tribes officially recognized by one or more States, and a number of tribes are in the process of seeking Federal recognition. Criteria for tribal membership vary from one tribe to another. Most tribes require a 25 percent blood quantum level, some accept proof of descendancy, while others (16 tribes) require a 50 percent blood quantum level (personal communication, BIA, August 1993).

CHARACTERISTICS OF NATIVE AMERICANS THAT MAY AFFECT EDUCATIONAL PERFORMANCE

The National Advisory Council on Indian Education (NACIE) (1992) reports that 347,291 public school students are Native American. This represents between 85 and 90 percent of all Native American children in school; the remainder attend reservation schools administered by the Bureau of Indian Affairs (BIA). To be eligible to attend a BIA school, a child must be a member of a Federally recognized tribe, live on a reservation, and have a 25 percent Native American blood quantum level (O'Connell, 1987). Approximately 50 percent of Native American children who live on reservations attend public school, with the remainder attending BIA-operated schools or schools operated by other groups under contract to the BIA (NACIE, 1991).

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[2] The methods used to identify students' race/ethnicity for other data sets mentioned in this appendix vary, and are not well defined. For example, data obtained from school records to determine race/ethnicity may be based upon school personnel's observations of students, on last names indicating ethnic identity, on parent-provided information, or on student self-reports. The literature cited in this appendix does not usually report the definition used for Native American, but usually does report the source of the population identification, which may suggest the basis for the definition. For example, if the students attend a BIA school, the definition is known. If the students live on a reservation but attend a public school, the definition is less certain. These students may self-identify as Native Americans, but they may or may not be enrolled members of a tribe, and the tribe may or may not be Federally recognized or State recognized.

Although Native American students comprise only 0.98 percent of the public school enrollment nationwide, they account for at least 9 percent of school enrollment in Alaska, Oklahoma, and New Mexico (Indian Nations At Risk Task Force, 1991). In Arizona, Montana, and North Dakota, Native Americans account for more than 6 percent of public school enrollment. Enrollment of Native Americans students is more than 1 percent in 16 other States (Bureau of the Census, 1990).

Native Americans, as a group, are disadvantaged. Native Americans have high rates of poverty and unemployment, low educational attainment, and a 35.5 percent high school dropout rate (O'Brien, 1992), about 25 percent higher than the national average. Increased health-related problems and a shorter life span than other Americans are also characteristic of Native Americans. The death rate from alcohol-related causes is three times higher than among the general population (Hodgkinson, 1992). These types of problems are more severe for Native Americans who live on reservations or in rural areas.

Only 9 percent of Native American adults have completed four years of college, compared to 20 percent of the total population (O'Brien, 1992). Wright (1992) cites an even wider disparity, with only 6 percent of Native Americans holding four-year college degrees, compared to 23 percent of the total population.

In addition to economic disadvantage, several other factors may impede the ability of Native Americans to succeed in school; these are described in more depth below.

Residence in Rural Areas

Most Native Americans live in rural areas, both on and off reservations. The rural nature of much of the Native American population makes it difficult to provide sufficient support services. Documented problems in providing services to rural residents include poor access to services, limited resources, transportation problems, and under-utilization of existing services (O'Connell, 1987). The effects of a rural location on personnel recruiting, and retention, on service delivery, and on program cost are also significant.

As shown in table 7.1, almost 50 percent of Native American students attend school in the nation's smallest school districts, which tend to be mainly rural. This is one factor that distinguishes the Native American population from all other small population groups in the United States. Approximately 57 percent of the nation's public school districts are small, rural districts that enroll about 20 percent of the student population nationwide (Office for Civil Rights, 1993). Given that a large number of students in the general population attend small, rural schools in sparsely populated districts, there is

Table 7.1 1990 National Estimates for Public School Enrollment by Race/Ethnicity and School District Size

School District Size	American Indian		Asian/Pacific		Hispanic		Black		White		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
More than 25,000 students	79,873	19.50	697,644	50.57	2,333,639	49.49	4,163,489	62.93	6,114,533	22.05	13,389,178
5,001 to 25,000 students	94,670	23.11	458,432	33.23	1,486,912	31.53	1,443,891	21.83	8,899,741	32.10	12,383,646
3,001 to 5,000 students	37,641	9.19	102,516	7.43	296,254	6.28	468,939	7.09	3,767,745	13.59	4,673,094
1,501 to 3,000 students	81,244	19.84	76,748	5.56	341,928	7.25	335,725	5.07	4,474,262	16.14	5,309,908
301 to 1,500 students	99,712	24.35	41,283	2.99	225,915	4.79	198,009	2.99	3,946,064	14.23	4,510,983
Fewer than 300 students	16,388	4.00	2,836	0.21	30,489	0.65	5,574	0.08	525,819	1.90	581,106
TOTAL	409,528	99.99*	1,379,459	99.99*	4,715,137	99.99*	6,615,627	99.99*	27,728,164	100.01*	40,847,915

* Rounding error accounts for small discrepancies in percentage totals.

Source: 1990 Office for Civil Rights, U.S. Department of Education, Elementary and Secondary School Survey, February, 1993.

increased interest in helping rural school districts provide greater educational opportunity (Freitas, 1992). In 1990, Freitas conducted a survey of superintendents and business managers of small, rural school districts. Based on this survey data, Freitas suggests that rural location and small size impact negatively on education because of:

- isolation imposed by terrain and distance;
- declining economies in many rural areas (including high rates of poverty and unemployment);
- the financial burden of Federal and State-mandated but underfunded or unfunded programs;
- reduced community value for formal education; and
- inappropriate and/or poor fiscal management practices.

While the districts Freitas (1992) uses as examples are not on Native American reservations or tribal lands, many of the descriptions would apply to these schools as well. One of the particular difficulties in these districts is the high cost of special education, which limits districts' ability to provide a diversity of programs for students.

Small rural districts in many parts of the country have more limited resources for minority education than large urban districts that serve significant numbers of minority students. Teachers and school staff in rural areas, often trained in large universities, may be unfamiliar with the cultural and language differences that affect the placement and performance of local minority students. In addition, in school districts included in a survey of rural schools, none had any formal in-district training to ensure that Native Americans were appropriately assessed, even among those school districts indicating that training was needed (Vadasy, Maddox & Davidson, 1992).

Language

Speaking a language other than English as one's first language (language minority or LM) or limited proficiency in standard American English are characteristics that negatively impact the effectiveness of education for children from small racial/ethnic populations in the United States. Native Americans speak more than 250 native languages (Chafe, 1974). Many Native American children, particularly those living on or near reservations and trust lands, speak only their native language prior to attending school, or are limited English proficient (LEP) when they begin school. Educational difficulties and risk factors associated with LM-LEP status are well documented (U.S. Department of Education, 1993). In addition, cultural differences between Native Americans and school personnel may impact on educational achievement.

Culture

It is important to recognize that Native American culture differs greatly from the majority American culture, and that some of these differences affect schooling. Native American children learn mainly by observation, rather than by direct instruction (Johnson, 1991). Children from some traditional Native American communities may be taught that the family is the most critical unit, and that they are representatives of their family first, and individuals second. Thus, individual performance is less important than it might be in the majority culture (Johnson & Ramirez, 1987).

The remainder of this chapter presents a compilation of information on the current status of the provision of special education and related services to Native American students with disabilities. The first section describes the numbers and characteristics of Native American students with disabilities, including preschoolers, and school-aged children served in public and BIA schools. The second section outlines educational programs for all Native American students and those that specifically target Native American students with disabilities. A description of funding of special education services for Native Americans is also included in this section. In the third major section the provision of special education services to Native American students with disabilities is described. Identification and assessment of special education students, educational placement, curricula development, instructional methods, and the search for adequate numbers of qualified personnel to meet educational needs are discussed.

NUMBERS AND CHARACTERISTICS OF NATIVE AMERICAN STUDENTS WITH DISABILITIES

Data from the Fall 1990 Elementary and Secondary School Civil Rights Survey (Office for Civil Rights, 1993) indicate that Native Americans comprise approximately 1 percent of total public school enrollees, and approximately 1 percent of the children with mental retardation, emotional disturbance, learning disabilities, and speech and language impairments nationwide. As shown in table 7.2, Native Americans are more likely to receive special education services for these disabilities than children from all other racial/ethnic groups, except for black students. For Native Americans, as with all other racial/ethnic groups, the disability with the highest incidence is specific learning disabilities, with speech impairments the second largest category (see table 7.3).

The National Center for Education Statistics (NCES) gathered data related to race/ethnicity and disability for the sample of students in the 1990 NAEP survey (NCES, 1993). For Native American students, the rate of enrollment in special education was not in proportion to the general school population.[3] In the sample, which was drawn to be representative of three age/grade cohorts in the nation,

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[3] These students all attend public, non-BIA schools. BIA schools were included in the sampling frame, but none were actually drawn in the sample used.

Table 7.2 Percentage of Students Receiving Special Education, by Racial/Ethnic Group

Race/Ethnic Group	Percent
Native American	10.76
Asian/Pacific Islander	3.65
White	9.53
Hispanic	8.24
Black	11.26

Note: Includes only students with mental retardation, serious emotional disturbance, specific learning disabilities, and speech impairments.

Source: 1990 Office for Civil Rights Elementary and Secondary School Survey (OCR, 1993).

Native Americans accounted for 2.5 percent of students in the grade 4/age 9 cohort, but 4.1 percent of the grade 4/age 9 students in special education. For the grade 8/age 14 cohort, Native Americans comprised 1.8 percent of the students and 2.3 percent of the students in special education. Likewise for the grade 12/age 17 cohort, Native Americans represented 0.8 percent of students enrolled and 1.8 percent of the special education students. These data indicate that Native Americans may comprise a somewhat disproportionate percentage of the special education population.

Preschool-Aged Native American Students with Disabilities

In 1990, the General Accounting Office (GAO) (1990) reported to Congress an estimate of the number of Native American preschoolers with disabilities and the sufficiency of services provided to them. The study was limited to preschoolers at 63 of 297 BIA-operated schools on Federally recognized Native American reservations in 20 States. The data were collected primarily from the coordinators of special education in BIA field offices. Researchers concluded that (1) many Native American preschoolers have not been identified and are not receiving any services; (2) of those who are identified and receive some services, few have completed Individualized Education Plans (IEPs); and (3) of those with IEPs, at least 24 percent do not receive all the services recommended on them.

GAO estimated that 8,500 to 12,800 Native American children age 3 or 4 had some type of disability. Of these children, 2948 lived on reservations or tribal lands with BIA schools. Of these, 838 received special education services in the 1989-90 school year from the BIA, from Indian Head Start, from the Indian Health Service, or from public schools. GAO reported that the remainder received either inadequate or no services.

Table 7.3 Number and Percentage[a] of Students Receiving Special Education in 1990, by Racial/Ethnic Group

Type of Disability	American Indian	Percent of Group	Asian/ Pacific Islander	Percent of Group	Hispanic	Percent of Group	Black	Percent of Group	White	Percent of Group	Total	Percent of Group
Specific Learning Disabilities	24,745	56.15	22,037	43.82	220,703	56.79	327,799	44.01	1,377,845	52.15	1,973,129	50.99
Speech Impairments	11,394	25.85	19,557	38.89	92,100	23.70	171,540	23.03	780,244	29.53	1,074,835	27.77
Educable Mental Retardation	4,199	9.53	3,605	7.17	30,479	7.84	138,963	18.66	223,953	8.48	401,199	10.37
Trainable Mental Retardation	938	2.13	3,281	6.52	29,649	7.63	47,253	6.34	68,532	2.59	149,653	3.87
Serious Emotional Disturbance	2,793	6.34	1,813	3.60	15,733	4.05	59,190	7.95	191,468	7.25	270,997	7.00
All Disabilities	44,069	100.00	50,293	100.00	388,664	100.01*	744,745	99.99*	2,642,042	100.00	3,869,813	100.00

a/ These are the only disabilities reported by race/ethnic group by the Office for Civil Rights.

* Rounding error accounts for small discrepancies in percentage totals.

Source: 1990 Elementary and Secondary School Survey, Office for Civil Rights, U.S. Department of Education, February, 1993.

Table 7.4 Number and Percentage of Children Receiving Special Education in BIA Schools and the Nation, by Age Group: School Year 1992-93

Agency	Age Group[a]							
	6-11		12-17		18-21		6-21	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bureau of Indian Affairs	3,451	52.46	2,758	41.93	369	5.61	6,578	100
Nation	2,405,230	46.52	1,991,885	38.53	236,559	4.56	5,170,242	100

a/ The BIA no longer serves children birth through age 5 directly.

Source: Office of Special Education Programs, U.S. Department of Education, Data Analysis System (DANS).

GAO suggested that changes in policy, procedures, and/or funding were needed to provide more and better services to these young children.

Native American Students with Disabilities Served in BIA Schools

Prior to the 1975 passage of P.L. 94-142, funds and services for Native American children and youth with disabilities were minimal and, to a large extent, unknown. There were 6,578 students with disabilities, age 6 through 21, served under Part B in BIA-operated schools in the 1992-93 school year. Of the Native American children served in special education programs in BIA schools, 9.4 percent are age 6 through 17, and 5.6 percent are in the transition age group of 18-21 (see table 7.4). BIA does not directly provide services for the birth through age five population. That population is served through States or State programs affiliated with BIA (U.S. Department of Education, 1992).

Types of Disability of Native American Students in BIA Schools

The proportion of students age 6 through 21 with disabilities is approximately 10.7 percent, which is similar to that in the nation as a whole (Office for Civil Rights, 1993). The most recent OSEP data show that the proportion of special education students with specific learning disabilities served in BIA schools (see table 7.5) is 4.5 percentage points higher for Native Americans than for the nation as a whole. Dodd and Rose (1991) explain that the greater prevalence of learning disabilities in the Native American population may be attributable to problems with tests and identification procedures. Since the causes of learning disabilities are not well known, however, they also suggest that "some of the suspected causes might be more frequent among Native American persons." As an example, Dodd and Rose cite a higher incidence of otitis media (infection of the middle ear) among Native American children, as well as studies showing a relationship between otitis media and later reading problems. They also raise the possibility that the high rate of substance abuse reported among Native American people may contribute to high rates of learning disabilities in the population. Another alternative, explained by Vadasy and Maddox (1993), is that in districts with many students with extreme educational needs and a variety of compensatory and remedial programs, special education becomes "the service of last resort," where the hardest-to-serve students are placed. Thus, Native American children, who may often have complex needs in language, learning, health, and social areas, are often placed in special education.

Native American Students with Disabilities Served in Public Schools

Little information is available describing Native Americans with disabilities who attend public schools or the special education programs and services in which they participate. Since Native Americans are often grouped in the "other" category for race/ethnicity, their data often cannot be analyzed separately (Johnson, 1991).

Table 7.5 Number and Percentage of Children Age 6 through 21 Receiving Special Education in BIA Schools and the Nation, by Disability: School Year 1992-93

Type of Disability	Bureau of Indian Affairs		Nation	
	Number	Percent	Number	Percent
Specific learning disabilities	3,660	55.64	2,369,385	51.13
Speech or language impairments	1,743	26.50	1,000,154	21.58
Mental retardation	359	5.46	533,715	11.52
Serious emotional disturbance	447	6.80	402,668	8.69
Hearing impairments	46	.70	60,896	1.31
Multiple disabilities	174	2.65	103,215	2.23
Orthopedic impairments	18	.27	52,921	1.14
Other health impairments	69	1.05	66,054	1.43
Visual impairments	14	.21	23,811	0.51
Deaf-blindness	27	.41	1,425	0.03
Autism	10	.15	15,527	.34
Traumatic brain injury	11	.17	3,903	.08
All disabilities	6,578	100.00	4,633,674	100.00

Source: Office of Special Education Programs, U.S. Department of Education, Data Analysis System (DANS).

Furthermore, some studies that identify Native Americans as a group do not use a sampling design that permits separate analyses of data on Native Americans, or comparisons with other racial/ethnic groups.

The 1990 National Assessment of Educational Progress (NAEP) provides some information on special education for Native Americans who do not attend BIA-operated schools.[4] Students in special education could be included in the 1990 NAEP assessment procedures if school personnel thought that the students could participate meaningfully in the testing. Students could be excluded from the assessment for reasons of disability, limited English proficiency, or inadequate reading skills.

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[4] The NAEP sampling frame included BIA schools; however, when sampling procedures were completed, none were actually selected for the sample.

Additional data, which included reasons for exclusion, were then collected for all non-tested students.

As shown in table 7.6, in the grade 4/age 9 cohort, 3.7 percent of Native Americans had an IEP; this percentage was larger than all other racial/ethnic groups. In the grade 8/age 13 cohort, 2.1 percent of Native American children had an IEP; this proportion was only slightly higher than that for whites and lower than that for Hispanics and blacks. In the oldest cohort, 3.0 percent of Native Americans had an IEP; this figure was higher than that for all other racial/ethnic groups.

The sampling design and the small number of Native Americans in the excluded student sample do not support drawing conclusions about the Native American population in general. Within the group of excluded students, however, the characteristics of Native American students fit the patterns observed in other data. For example, the largest category of disability for the two older age/grade cohorts is specific learning disabilities. In the youngest age/grade cohort, a high incidence of speech impairments is reported, as well as visual impairments. Of the Native American students excluded from the NAEP assessment, in all three age/grade cohorts, more than 75 percent were excluded because of their disability. In the grade 12/age 17 cohort, another 8.3 percent were excluded for both disability and limited English proficiency. In the youngest cohort, nearly 20 percent of the excluded students were considered non-readers and were excluded for that reason (NCES, 1992).

EDUCATIONAL PROGRAMS FOR NATIVE AMERICAN STUDENTS WITH DISABILITIES

This section describes some of the Federal programs designed to help State and local education agencies meet the educational needs of Native American children or to assist in areas where Native Americans tend to reside. The first part describes programs available for all children. The second part describes services specifically for infants, toddlers, preschoolers, children, and youth with disabilities.

Federal General Education Programs Serving Native Americans

Two Federal programs that assist in meeting the educational needs of all Native American students are the Johnson O'Malley Educational Assistance Program and the Impact Aid Program.

The Johnson O'Malley Educational Assistance Program provided nearly $25 million, in FY 1991, to the BIA to fund supplementary programs for qualified Native American children (including those with disabilities) attending public schools, and to support programs for 3- and 4-year-old Native American children. The supplemental activities supported by this program relate to education needs, teacher support, and parent costs. A total of 225,871 children were served in this program in FY 1991 (NACIE, 1992).

Table 7.6 Number of Students Assessed and Percentage with IEPs in the 1990 National Assessment of Educational Progress, by Cohort and Race/Ethnicity

Cohort	Race/Ethnicity												Total	
	American Indian		Asian/Pacific Islanders		Hispanic		Black		White		Unclassified			
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Grade 4/Age 9 (N)	710		888		5,608		4,802		16,833		34		28,875	
With IEP	26	3.67	18	2.03	152	2.71	92	1.92	342	2.03	*	–	630	2.18
Grade 8/Age 13 (N)	528		1,095		4,749		4,342		18,481		55		29,250	
With IEP	15	2.06	7	3.10	147	3.10	101	2.32	366	1.98	1	1.82	637	2.18
Grade 12/Age 17 (N)	236		1,135		3,235		4,143		19,561		31		28,341	
With IEP	7	2.97	6	.53	53	1.64	71	1.71	243	1.24	1	9.09	381	381

* Not reported.

Source: Unweighted NAEP data from the National Center for Educational Statistics, 1992.

The Impact Aid Program, in FY 1991, provided more than $260 million to school districts for 123,225 children who live on Native American land and attend school in the district or whose parents work on the land. Because these students and their families do not live within the district and are not included in its tax base, Congress authorizes grants to the districts to help pay for their services. A higher per-pupil amount is provided for children with disabilities than for those without disabilities. This program does not directly serve Native American children by setting aside the grants as strictly for use in conjunction with those services, but "indirectly as deemed appropriate by the school district" -- that is, the monies are used in the district's general budget (NACIE, 1992).

Federal Programs Serving Native Americans with Disabilities

Almost nine of every ten school-age Native American children attend public schools and are provided special education services and programs through the same channels and funding as any public school student. State and local dollars account for approximately 93 percent of funding for all special education. This amount is supplemented by Federal special education funding under Part B, which allocates funds to States based on child count data. States then distribute Part B funds to school districts. Public school districts are responsible for providing services to eligible children, and for collecting and reporting required data to the State. Native American students with disabilities who attend public schools and do not reside on Native American reservations or tribal lands are served under this arrangement.

For some Native Americans with disabilities, however, the pattern for special education funding and service delivery differs from public schools. As noted previously, the Department of Interior's Bureau of Indian Affairs (BIA) plays an important role in schools that are on the reservations or trust lands of Federally recognized tribes. In some cases, the BIA operates schools or contracts with other organizations (primarily Native American tribes) to operate schools. On other reservations and trust lands, tribes operate their own schools independently from the BIA.

IDEA, Part B Set-Aside

Funding for special education through Part B for students with disabilities age 5 through 21 in BIA schools is based not on child count, but on a set-aside from State formula funds. The IDEA Amendments of 1991 (P.L. 102-119) changed the formula used to distribute the set-aside funds. Originally, the set-aside was 1.25 percent of the aggregate amount provided in Part B for students age 3 through 21 to all States for that fiscal year. The amended formula sets aside 1 percent of the aggregate amount for students age 5 through 21, and .25 percent for students age 3-5.

The amendments also reduced the responsibilities of the Secretary of the Interior for the education of Native American children with disabilities, while increasing the responsibilities of State education agencies (SEAs) for Native American children with disabilities who live on reservations but are not enrolled in elementary or secondary programs operated or funded by the BIA. Prior to the amendments, the Secretary of the Interior was responsible for submitting a plan to the appropriate Congressional committees that made provision for services to all children with disabilities residing on reservations, whether or not the reservation was served by a BIA school and provided for coordination of services, regardless of the source, including Federal agencies and States. Under the amended Act, the Secretary is now responsible for providing services to children with disabilities age 5 through 21 who are enrolled in elementary and secondary schools for Native American children operated or funded by the Secretary of the Interior. SEAs are now "responsible for ensuring that all of the requirements of Part B are implemented for all children aged 3-21 on reservations" who are not served by BIA schools (34 CFR §300.300(c)).

This means that the BIA and SEAs share responsibility and must cooperate to ensure the provision of necessary services to Native American children with disabilities. While the role of SEAs in funding, data collection, and compliance was previously somewhat ambiguous, the regulatory changes have clarified roles, giving SEAs broader responsibility for ensuring compliance with IDEA and for data collection.

The 1 percent set-aside under Part B provided over $25 million in special education programs and services to 6,578 children with disabilities (age 6 through 21) who lived on Native American reservations with BIA schools in FY 1991.

IDEA, Part H Program

The Program for Infants and Toddlers was created by Part H of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986. Part H requires the States to address the needs of infants and toddlers (children from birth through age 2) with disabilities and their families through a multiagency, multidisciplinary, family-centered, coordinated system of culturally sensitive services. Child Find activities, coordinated with a variety of health and social service agencies, are the main vehicle for identifying children.

Programs for children with disabilities or those at risk, from birth through age 5, are widely recognized as crucial in preventing school failure in later years. The benefits of such programs for young Native American children with disabilities include developing increased language skills, providing opportunities for parents to become advocates for their children before they enter a school environment, and providing home-based opportunities for parent training and family intervention (Vadasy & Maddox, 1993). Early intervention measures may be effective in helping prevent the need for special education services later on. Despite the benefits of these programs, however, they have not been available for many Native American children and their families (GAO, 1990). Because of the rapid growth in the birth through age 9 segment of the Native American population, there is a need to expand early childhood programs for at-risk children and for children with disabilities in public and tribal education settings.

From age 3 through 5, children with disabilities are eligible to receive special education services under the Preschool Grant Program. In its 1990 study, GAO suggested that Native American preschoolers with disabilities are inadequately served. Researchers identified several reasons for insufficient service provision, including an acute shortage of qualified personnel in BIA schools and inadequate funding to hire a sufficient number of qualified personnel. At the time of the report, at least 61 specialized staff vacancies existed. As a result of increases in the target population, field offices requested $4.3 million in the 1988-89 school year. BIA provided only $2.7 million to promote specific educational services (GAO, 1990).

GAO (1990) also noted the lack of clear agreement between the BIA and States about which was responsible for providing services to young Native American children with disabilities on reservations with BIA schools. "These differences could make efforts to serve these children difficult and contribute to BIA's inability to serve some children for whom it is responsible," GAO found. Furthermore, GAO explained, "Interior believes BIA is only responsible for children enrolled in its programs and that it may supplement other providers' services. Education and some States believe that BIA is solely responsible for all Indian children on reservations with BIA schools." Subsequent changes in law and regulation were made to clarify responsibility for delivering services to young Native American children with disabilities.

The IDEA Amendments of 1991 and implementing regulations included major changes aimed at programs for young Native American children with disabilities on reservations. These changes were meant to clarify the legal responsibilities of various agencies in serving Native American children with disabilities, and to change funding patterns to reflect changes in responsibility for service provision. The amendments directly affect service provision to children with disabilities who reside on or near Native American reservations served by BIA-funded schools. Problems with preschool programs noted by Congress in passing the 1991 amendments to IDEA included:

- lack of clarity with respect to which entity, the BIA or the State, is responsible for each student or child;

- lack of Child Find activity, leading researchers to project a population of up to 90,000 preschool-age students who have not been identified and who are not receiving services; and

- inadequate services and individualized education programs (IEPs) or inappropriate IEPs based upon available, not "needed" services (U.S. Congress, 1991).

Recent changes in regulations for the Part H program, which serves children aged birth through two years, represent an effort to provide for a "seamless system of services for children with disabilities from birth through 5 years of age." Congress recognized the need to provide a smooth transition between Part H and the Preschool Grant Program, and to maintain programs that are appropriate and family focused, without overlap in funding or services. Regulatory changes for the Preschool Grant Program became final in September 1992. Some of these changes directly affect funding patterns, data collecting and reporting, and programmatic responsibility for Native American children with disabilities. The changes in responsibilities resulting from the 1991 Amendments are reflected in table 7.7, which summarizes the provisions.

OSEP Personnel Preparation Grants

In FY 1991, the Office of Special Education Programs' Division of Personnel Preparation funded 23 projects to train Native Americans to serve Native American children with disabilities and recruit Native Americans in areas of high Native American populations to teach in these areas. Funding for these programs in FY 1991 totalled more than $1.9 million (NACIE, 1992).

THE PROVISION OF SPECIAL EDUCATION SERVICES TO NATIVE AMERICAN STUDENTS WITH DISABILITIES

This section describes the provision of appropriate special education services for Native American students. Major steps in the educational process, including identification and assessment, placement, curriculum development, instructional methods, and personnel are described as they relate to Native American students with disabilities. Particular challenges resulting from limited English proficiency, culture, and residence in rural areas are discussed.

Identification and Assessment

Assessment processes specified in IDEA are meant to ensure that those who place children in special education programs have sufficient knowledge of their abilities and disabilities to design an appropriate program and measure progress within that program. Accurate, fair assessment of Native American children is intricately affected by the interaction among the child's ability, the parents, the assessment instruments, and the assessor, all of which must operate within a language and cultural context that is fair and appropriate.

IDEA stipulates stringent evaluation procedures. Tests must not be racially or culturally discriminatory, and test materials and procedures must be provided and administered in the language or other mode of communication in which the student is most proficient, unless it is clearly not feasible to do so (34 CFR §300.532).

Johnson (1991) suggests that assessment is one of the most important issues to address in improving educational opportunity for Native American and Alaska Native students with special needs. Assessment influences many educational decisions, including placement in instructional programs, curriculum delivery, teacher and parent

Table 7.7 Roles and Responsibilities with Implications for Interactions as per IDEA, Part B, Section 611, and Services to Native American Children with Disabilities, Age 3 Through 5 Years

Secretary of Education (DOE/OSEP)	BIA Advisory Board (Committee)	Secretary of Interior (DOI/BIA)	Tribes*	LEAs	SEAs	DHHS	Other
Makes payment to DOI (as per .25%) for distribution of payments to eligible tribes Receives biennial reports from Secretary of Interior and may require additional information if needed Prepares Annual Report to Congress	Assist with coordination of services within BIA and other local, State, and Federal agencies, birth through 21 years Assist and advise DOI Develop and recommend policies for collaboration Assist with dissemination of information Assist with preparation of reports	Allocates funds to eligible tribes (.25% of aggregate is allocated for 3- through 5-year-olds) Submits biennial report summaries of tribal reports to Secretary of Education Offers and provides technical assistance to SEAs, LEAs, and tribes but may not use any of these funds for administration, Child Count, or technical assistance Establishes Advisory Board (Committee) and selects chairperson Submits to House and Senate a plan to coordinate all services for Native American children (0-21) with disabilities on reservations and distributes plan to others	Receive payment from DOI After 1992, distribution of funds to each eligible tribe must report data to DOI/BIA for the formula, which is based on the child count Make biennial report to Secretary of Interior including: activities, numbers of children contacted and receiving services, contracts and agreements entered into, and estimate of number of children needing services during the 2 years following this report Encourage involvement of Native American parents Participate on BIA Advisory Board (Committee) Use funds to assist States in Child Find, screening, early identification, and provide direct services and parent training, AND make referrals to local, State, and Federal entities for services or further diagnosis May provide services directly or may contract with BIA, LEA, public and private agencies	Representatives participate on BIA Advisory Board (Committee) May contract with eligible tribes for services, but LEA/SEA have mandate for provision of a free appropriate public education (FAPE) Provide December 1 count to SEA for Part B	Collaborate with tribes and others in planning, providing, and assuring FAPE to all 3- through 5-year-old Native American children May contract with tribes to provide services and thereby assure FAPE Representatives participate on BIA Advisory Board (Committee) Ensure provision of FAPE to all 3- through 5-year-olds and all Native American children 5 through 21 years old, not enrolled in BIA schools Do December 1 count and report to DOE/OSEP on all 3- through 21-year-olds served by SEA	Participates in agreement with DOI for coordination of services, cost, etc., for Native American children, birth through 21 years old	Other agencies may contract with tribes to provide services Other local, State, Federal agencies shall as appropriate receive referrals for diagnoses or services U.S. House and Senate committees receive plan for coordination from DOI and receive annual report from DOE/OSEP Other audiences may receive coordination plan from BIA

* Note: Tribes are eligible to participate which have elementary and secondary schools (on their reservations) for Native American children operated or funded by DOI.

Key:

DOE refers to U.S. Department of Education.
OSEP refers to U.S. Office of Special Education Programs.
BIA refers to Bureau of Indian Affairs.
DOI refers to U.S. Department of the Interior.
ICC refers to Interagency Coordinating Council.
LEAs refers to Local Educational Agencies.
SEAs refers to State Educational Agencies.
DHHS refers to U.S. Department of Health and Human Services.

Source: Adapted from a table published by the National Early Childhood Technical Assistance System. Differences are due to regulatory or statutory changes.

Table 7.7 (cont'd) Roles and Responsibilities with Implications for Interactions as per IDEA, Part H, Section 684, and Services to Native American Infants and Toddlers with Disabilities (Birth to 3 Years)

Secretary of Education (DOE/OSEP)	BIA Advisory Board (Committee)	Secretary of Interior (DOI/BIA)	Tribes*	Lead Agency (Part H)	Other
Makes Part H payment (1.25% of aggregate) to DOI for their distribution of payments to eligible tribes Receives biennial reports from Secretary of Interior and may require additional information if needed	Shall include parents of Native American infants and toddler members and address concerns of this population Assist with coordination of birth - 5 services within BIA and other local, State, and Federal agencies, birth through 21 years	Allocates Part H funds to tribes (1.25% to aggregate) Submits biennial report summaries of tribal reports to Secretary of Education Provides support but may not use these funds for administration, Child Count, or technical assistance Participates on the Federal Interagency Coordinating Council (FICC)	Receive payment from DOI After 1992, each eligible tribe must report data to DOI/BIA for the formula To be eligible to receive funds, make biennial report to Secretary of Interior including: activities, numbers of children contracted and receiving services, contracts and agreements entered into, and estimate of number of children needing services during the 2 years following this report Encourage involvement of Native American parents Participate on BIA Advisory Board (Committee) Use funds to assist States in Child Find, screening, early identification, and provide direct services and parent training, AND make referrals to local, State, and Federal entities for services or further diagnosis May provide services directly or may contract with BIA, LEA, public and private agencies	Collaborates with tribes and others in planning, providing, and assuring early intervention services to all eligible infants and toddlers with disabilities during the full implementation stage May contract with tribes to provide services May include BIA and/or tribe representation on State ICC	Other agencies may contract with tribes to provide services Other local, State, Federal agencies shall as appropriate receive referrals for diagnoses or services

* Note: Tribes eligible to participate are those which have elementary and secondary schools (on their reservations) for Native American children operated or funded by DOI.

Source: Adapted from a table published by the National Early Childhood Technical Assistance System. Differences are due to regulatory or statutory changes.

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expectations, access to services, and classroom grouping. Johnson (1991) expresses concern that "in the absence of fair or non-discriminatory assessment, appropriate educational decisions for Native American students with special needs may be seriously diminished."

Johnson (1992) cites a number of studies conducted over a 10-year period indicating patterns of performance for Native American children that are different from those of the majority population. Using such studies to interpret the test performance of Native American children may serve to better identify those who could benefit from special education, and the types of services they need.

Research studies suggest that language minority-limited English proficient (LM-LEP) students are over-represented in special education, particularly within some disability categories, such as specific learning disability and speech impairment (Office for Civil Rights, 1988; Santos & Santos, 1984). Assessment for at-risk students and for students with known disabilities is particularly difficult for LM-LEP students because there are few professionals who can administer assessments to Native American children in their first language, and because many assessment measures are not valid for this group of students. This assessment problem makes it extremely difficult to distinguish between language difference and disability.

Furthermore, the assessment of Native American children is complicated by the limited number of instruments which might be useful for students from different language and culture groups. Since some of the standardized tests used are biased against Native Americans (as well as against other small population groups), their use may contribute to self-fulfilling prophecies of low achievement among Native American students (Johnson, 1992). The following factors contribute to test bias against Native American children:

- language skill differences;
- physiological factors (such as poor hearing resulting from otitis media);
- neurological factors (including brain hemispheric preferences); and
- sociocultural factors (Johnson, 1992).

In addition, some tests may be biased in favor of Native Americans. For example, a study of tests commonly used in early identification programs (a kindergarten screening battery) showed that these tests were biased *in favor of* Native Americans by over-predicting achievement. The screening battery included the following: the Peabody Picture Vocabulary Test-Revised, the Kindergarten Language Screening Test, the Developmental Visual-Motor Integration Test, and the McCarthy Draw-A-Child Test. When such a test battery, administered at the beginning of the kindergarten year, overpredicts achievement and subsequent testing at the end of the year indicates actual achievement well below the predicted achievement level, children are then referred to special education based on the apparent discrepancy. Thus, Native American children may be inappropriately referred in high numbers and classified as having a learning disability. The study clearly indicates that prediction of a Native American child's achievement test scores from kindergarten screening tests is more accurate when race is taken into account (Stone & Gridley, 1991).

Based on reports of assessment practices that do not comply adequately with IDEA and that do not meet the needs of Native American students with disabilities and those at risk, Johnson (1991) suggests consideration of alternative assessment procedures. These alternatives include academic task analysis, pluralistic assessment (where norms for specific tests are established separately for specific ethnic and socioeconomic groups), translation of norm-referenced tests into Native American languages, and use of culture-fair tests. Johnson also suggests that school psychologists and special educators should become "advocates for the child in scrutinizing critically the social and educational context within which the child has developed." Psychologists developing new instruments and procedures should formulate an assessment paradigm that includes socio-cultural dimensions and strives to eliminate test bias. Johnson's specific recommendations to improve assessment practices with Native American children are as follows:

- develop a comprehensive knowledge base of current practices in assessment;
- establish a resource network of persons with expertise in testing Native children;
- modify the assessment process by using the K-ABC or the LPAD on a research basis and bring the results to a network of professionals who can evaluate the usefulness of the instruments;
- incorporate the advocacy (i.e., home, school, and community information) ... and socio-cultural aspects (i.e., work sample and analytic teaching) .. to focus attention on achieving valid predictions, placements, and educational plans; and
- obtain thorough knowledge of the child's cultural experience and location, which is critical for test interpretation.

Other recommendations for fair assessment and placement practices, based on a year-long study of programs and services for migrant, Hispanic, and Native American children in the Yakima Valley of Washington, include the following:

- using a variety of safeguards to protect children from inappropriate placement in special education -- a heavy reliance on test scores should be replaced with professional judgment;

- involving parents in making decisions about special education assessment, placement, and services;
- schools and community agencies working together to make good decisions about placement and services;
- all special education programs offering appropriate services for minority students; and
- school districts implementing policies regarding identification and placement for children with Fetal Alcohol Syndrome and Fetal Alcohol Effect (Vadasy and Maddox, 1993).

Information concerning reservation and urban ties, language spoken in the home, and participation in traditional customs can provide additional knowledge of the ecological context, which can influence test performance (Johnson, 1991).

Dodd, et al. (1992) conducted a study on the vocational readiness of Native American high school students with disabilities in Montana. Part of the study involved interviews with school psychologists who served schools with large Native American populations or who had Native Americans among their clientele. These psychologists recognize that using standard assessment measures with Native American children requires adaptations and clinical judgment based on knowledge of the Native culture, language, and family systems. Furthermore, they confirm the belief that using the standard definition for learning disability (i.e., a discrepancy formula) and common measures used to do this result in over-identification of Native Americans with learning disabilities.

The relative importance of formal assessment measures and other types of information in special education eligibility decisions is a controversial issue. Most of the personnel interviewed in a study conducted by Vadasy, Maddox, and Davidson (1992) indicated that professional judgment was extremely important in determining eligibility for special education programs. Other factors affecting the placement of Native American children in these programs are the availability of other program options and services. Many of the educators indicated that they preferred placement in Chapter 1 (SOP) to placement in special education, so that they can focus more on providing assistance in the regular classroom.

Educational Placement

IDEA requires students with disabilities to be placed in the least restrictive environment appropriate to their individual needs. Data indicate that Native American students with disabilities in BIA schools receive special education services in placements that differ from placements for all students with disabilities. Native American children attending BIA-operated schools are more likely to receive special education services in a resource room and are less likely to receive special education services in either a regular classroom, a separate classroom, or a separate public or private facility (see table 7.8).

Since more than half of Native American children with disabilities experience learning disabilities, it is important to look at this specific subgroup. The data in table 7.8 indicate that more than 82 percent of the students with learning disabilities who attend BIA schools receive special education services in a resource room, compared with only 54 percent of all school-age students with disabilities. Also, in the nation, more than 22 percent are served in a regular classroom, whereas in BIA schools the proportion is approximately 11 percent. Another significant difference between the two groups of students with learning disabilities is that only approximately 6 percent are served in separate classes in BIA schools, compared to more than 22 percent in the general population.

In BIA schools, the educational environments in which Native American children with hearing impairments are served are also significantly different from the environments of students with hearing impairments in the nation as a whole (see table 7.8). Hearing impairments are a major concern for Native Americans, since, as noted earlier, otitis media, which often results in hearing impairment, is far more prevalent among this group than in the general population. Furthermore, there is concern that students with hearing impairments are underreported and underserved (Johnson, 1991). Among those Native American children age 6 through 21 with hearing impairments, nearly 58 percent received special education services in a public residential facility in school year 1991-92, compared with 10 percent of these children nationally (U.S. Department of Education, 1992). Additional data from the Annual Survey of Hearing Impaired Children and Youth, conducted by the Center for Assessment and Demographic Studies of Gallaudet University, support this finding. In this survey, 40.1 percent of the Native Americans with hearing impairment received special education services in public or private residential settings, compared to 23.4 percent of the U.S. population of students with hearing impairments (personal communication, OSEP, March, 1993).

Very little data are available on educational placements for Native American students with disabilities in public schools. Across all three age/grade cohorts of students excluded from NAEP testing, the majority of *all* students with disabilities spent more than 50 percent of the school day in the mainstream. This pattern was also true for the Native Americans included in this group, all of whom attended non-BIA schools (NCES, 1992).

Curriculum

The development of an appropriate curriculum for Native American students with disabilities can be hampered by language and cultural issues. Language development, particularly for LM-LEP students, is a major consideration in educating Native American children with disabilities. One must take into account that each Native group is linguistically different from others and that language development patterns vary among Native American groups (Walker, 1987). Difficulties in language for

Table 7.8 Number and Percentage of Children Age 6 through 21 with All Disabilities, Specific Learning Disabilities, and Hearing Impairments in BIA Schools and the Nation, by Educational Environment: School Year 1991-92

	All Disabilities				Specific Learning Disabilities				Hearing Impairments			
	Bureau of Indian Affairs		Nation		Bureau of Indian Affairs		Nation		Bureau of Indian Affairs		Nation	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Regular class	575	13.50	1,430,821	32.85	298	11.43	487,707	22.54	1	2.57	6,999	27.05
Resource room	3,115	73.12	1,586,701	36.43	2,151	82.51	1,148,853	53.65	7	25.00	5,399	20.87
Separate class	397	9.32	1,092,957	25.09	156	5.98	479,643	22.40	1	3.57	7,518	29.06
Public separate facility	4	0.09	125,675	2.89	0	0.00	13,228	0.62	1	3.57	1,452	5.61
Private separate facility	6	0.14	58,305	1.34	0	0.00	9,349	0.44	0	0	843	3.26
Public residential facility	59	1.38	24,654	0.57	0	0.00	1,475	0.07	18	64.28	3,343	12.92
Private residential facility	96	2.25	11,936	0.27	0	0.00	1,379	0.06	0	0	180	0.69
Homebound/hospital environment	8	0.19	24,363	0.56	2	0.08	4,934	0.23	0	0	140	0.54

Source: Office of Special Education Programs, U.S. Department of Education, Data Analysis System (DANS).

Native Americans may include phonology, morphology, syntax, and semantics. Many Native Americans in special education programs are classified with speech impairments based on articulation errors which may, in fact, not be considered errors in the student's native language or in "Indian English." Walker (1987) provides some recommendations to educators for helping Native American LM-LEP students acquire language skills. These include:

- teaching in the child's first language to build conceptual skills and cognitive development;
- providing intense English language instruction, beginning at an early age;
- training all professional staff (since few Native American staff are available) in the cultural and linguistic characteristics of the population they serve;
- always including language in the IEP, whether or not it is listed as the child's primary disability;
- maintaining the integrity of the child's culture in developing the IEP; and
- considering school history in determining the eligibility of a Native child for special education services, rather than relying only on tests.

In the Fifteenth Annual Report to Congress (U.S. Department of Education, 1993), the coordination of language and special education services was the focus of an appendix on LM-LEP students with disabilities. Important approaches described in that appendix that are particularly relevant for the Native American population include involving parents, as well as mainstream teachers, in a team approach to service delivery; using culturally relevant curricula taught in the primary language; including development of English language proficiency in the IEP; and including development of conceptual skills in the native language in the IEP. Ortiz et al. (1989) suggest additional instructional strategies, such as using contextual clues in presenting new information; building on students' prior knowledge; providing linguistic feedback, thereby modeling English; promoting on-task behavior by encouraging expressions of children's experience, language, and interests; fostering feelings of success; giving children a sense of control over their own learning; and teaching holistically, rather than in isolated segments of information.

An issue to consider in designing curricula for Native American special education programs is whether or not these programs should be bilingual. Some proponents of bilingual instruction believe that using Native American languages as the language of instruction and using these languages in social contexts within schools are keys to the perpetuation and maintenance of Native American languages and culture, and should be encouraged. Critics of this position cite difficulties in determining individuals' proficiency in Native American languages, the lack of qualified professionals fluent in them, the lack of curricular materials, and the socioeconomic effect on Native Americans of not teaching or emphasizing English language proficiency (Johnson, 1991).

One suggestion for helping Native American children, particularly those with learning disabilities, achieve reading levels more comparable to their peers is to use materials that are culturally relevant. While the diversity of Native American cultures makes this difficult to accomplish, the benefits gained in improved reading comprehension scores are significant. For students with learning disabilities in particular, it is important that they be able to construct meaning from the text using prior knowledge -- i.e., the knowledge they hold of the real world (ERIC, 1990).

The adoption by BIA schools of components of "effective schools" models for cultural mainstream schools reflects the belief that effective schooling for Native Americans must account for students' cultural background (BIA, 1988). The research on effective schools presents some features that can be applied directly to Native American education. One example comes from a progress report for the 1989-90 school year on a pilot program in BIA schools. The project focused on utilizing the effective schools research and process as a framework for school improvement. In this project, eight correlates of school effectiveness were adopted, including high expectations for students, strong instructional leadership, good home/school/community relations, and a clear school mission. Twelve BIA schools embarked on programs to establish and work toward one or more of the eight goals. Despite the emphasis on "all" students in the goals, however, none of the programs specified any accommodation or specific effort for students with disabilities (BIA, 1990a). This study and other reports suggest that as BIA schools look to improve educational opportunity for all their students, educational opportunity for their students with disabilities can be enhanced by specifically including them within the same framework for improvement that they are already using.

Capper (1990, 1992) examined some of the features of the effective school model in two studies of preschool special education settings. She reports that the effectiveness of schooling in early childhood programs for children with disabilities differs dramatically among sites, depending on socioeconomic class, location, and culture. Capper found that in classrooms providing services to children with disabilities from upper socioeconomic classes, significantly more time was spent in "intentional learning" activities and in functional, coordinated activities with clear goals related to future educational and societal environments. As the socioeconomic level of students decreased, the location of schools moved to more rural settings; and as the culture of the students changed from majority to minority, the indicators of effective schooling decreased. In her study of five school sites, the site with the fewest indicators of effective schooling was a Native American reservation setting located in a remote area. The site had the highest rates of unemployment and of individuals living in poverty, the lowest educational attainment level, and the highest minority student enrollment. Effective school indicators *not* found in the Native American reservation site included high expectations for student achievement and teacher performance (from the principal, the district, and the community), clear consensus on priorities for school or classroom goals, the ability to recruit and retain the most qualified personnel, adequate supervision by principals, staff development opportunities, and opportunities for professional collaboration. As a result, there was little direct instructional time, a focus on administrative rather than instructional activities, and a custodial rather than humanistic relationship between teachers and students.

Furthermore, Capper (1990) found that while schools with high minority enrollment acknowledged the need to accommodate cultural differences within the school setting in a meaningful way, culture-related activities were not integrated into the curriculum. For example, at a reservation school site, Native American holidays were recognized in addition to the traditional school holidays, but teaching about them was not integrated into the curriculum. Curricular materials were also inappropriate -- materials used in a speech therapy session depicted white, middle-class, two-parent families engaged in social activities unfamiliar to the child.

Walker (1987) provides recommendations that accommodate both language and cultural difference in curriculum development for Native American children with disabilities. These include:

- identifying language abilities in first and second language;
- identifying the student's preferred learning style, including structured/unstructured, individual/group;
- identifying cultural factors relevant to the child;
- providing for individualization of instruction;
- using the child's first language to introduce concepts to young children;
- adapting curricular materials to make sure that they complement local community norms and expectations; and
- incorporating research results into planning, as research results become available.

Instructional Methods

There is little empirical evidence supporting adoption of a set of teaching practices that are effective specifically for Native Americans with disabilities. As a result, it is not possible to recommend a specific set of strategies. It is possible, however, to refer to research and literature that support instructional approaches that address some of the educational factors relevant to Native American education and to teaching students with disabilities in school settings. This section presents factors that might be considered in designing and delivering curriculum and instructional programs in this context. In addition, some suggestions from the literature as to how cultural factors can be accommodated in schools and in classroom practice are presented.

In a literature summary on Native American learning styles, Swisher (1991) suggests that Native Americans' culture, particularly in child-rearing practices and in patterns of verbal and non-verbal communication between adults and children, contribute to a Native learning style that is not well-suited to some of the common practices in "Anglo" education.

One suggested way of adapting schooling to Native cultures is by using so-called "discovery" methods. Among Native Americans, a self-exploratory approach is the cultural norm. In a school setting, therefore, non-interference and autonomy may be valued more than directed instruction, which may appear to the Native American child as an interference in his/her personal affairs – i.e., his/her learning tasks (Cox & Ramirez, 1981).

In Native American culture, observation is the essential tool of learning. Asking questions is not a normal part of learning in day-to-day life, but is reserved for school. Native American children learn from parents by close proximity and observation, rather than by verbal instruction; informal learning tends to be largely non-verbal. Children learn by progressively increasing participation in physical activity, rather than by verbal instruction. Learning by physical activity is also reflected in Native American children's expectation for physical movement. In general, they are accustomed to more freedom of movement than is typically permitted (Henry & Pepper, 1990).

These differences between American schooling and Native American learning styles have resulted in the placement of Native American children in situations that favor those who are highly verbal and talkative. As a rule, Native American children learn faster when the teaching style uses a concrete approach, moving from concrete to abstract, from practice to theory (Johnson, 1991).

One way to implement some of the instructional concepts described above would be to adopt cooperative learning techniques, which have been shown to be effective with many small population groups, underachieving students, and students who have mild cognitive disabilities. This approach could be conducted in informal settings, with the opportunity for freedom of physical movement. From studies of other groups, and from the characteristics observed among Native American children, the use of group problem-solving strategies at the elementary school level would seem to be a promising approach. In mathematics, using manipulatives in this setting would also be supported (Johnson, 1991; Schindler & Davison, 1985).

Another method of adapting instruction to learning styles that seems more congruent to Native American culture is the initial presentation of new information in a visual/spatial mode, rather than a verbal mode. Included in this approach are the use of metaphors, images, analogies, and symbols rather than dictionary-type definitions, which are more verbal and abstract. Other methods suggested are creative dramatics, role-playing, and visuals rather than more abstract forms of instruction such as having students construct questions (Johnson, 1991).

A cultural difference that literature suggests should be addressed in developing classroom procedures and practices is the concept of discipline and its development in the child. For most Native American people, childhood is characterized by discovering the world through experimentation and testing. Their concept of discipline is quite different from the European-oriented view; it emerges as a result of experience and the freedom to make many of one's own choices and decisions. Therefore, while discipline imposed by parents may seem to be lacking by European standards, self-discipline instead emerges earlier in the Native American child (Henry & Pepper, 1990).

Cultural differences such as these should be recognized and used as a basis for designing instructional methods that enhance the effectiveness of schooling for all Native American children. These cultural considerations are even more crucial for those children with disabilities if they interfere with academic performance (Johnson, 1991). Despite similarities among Native Americans, however, educators have to be careful not to stereotype them, as there is wide diversity among Native Americans as individuals, and among the many Native cultures (Henry & Pepper, 1990).

While recognizing that there is not a uniform "Native American culture," participants in the 1985 Symposium on Exceptional American Indian Children and Youth (Johnson & Ramirez, 1987) noted the importance of including Native American culture in every aspect of instruction. Areas where culture should be incorporated in research, planning and development include: (1) training professionals to work specifically with Native American exceptional children; (2) assessment and diagnostic methods and materials; (3) instructional methods and curricular materials; (4) programs for parents and children; (5) research on learning style; and (6) recognizing the need for equity in considerations given to other language/cultural minority students.

Availability of Adequately Trained Personnel

There is an acute shortage of personnel qualified to provide special education services to Native American students with disabilities. This section will discuss personnel needs and programs available to address those needs.

Dr. Robert Davila, the former Assistant Secretary for the Office of Special Education and Rehabilitative Services, maintained "minority students are directly and positively affected by the presence of minority teachers in the classroom. Children with disabilities from minority backgrounds need role models every bit as much as other children" (Davila, 1991). A great need exists for fully qualified special education professionals in programs for Native Americans. Rural districts typically have poor resources, low salaries, and few attractive amenities. Schools with these characteristics located on or near Native American reservations (BIA, tribal, or public) are among the last to attract qualified special education staff.

A controversial issue in educating Native American students relates to tribal uniqueness. While some individuals feel students should be educated by individuals from their own tribes, not all Native American educators support the position of "tribal uniqueness" as it affects teaching personnel. At a symposium on Native American education held in April 1993 at the annual meeting of the American Educational Research Association, the Native American researchers on the panel concluded that due to sufficient similarity among Native cultures (and common differences from Anglo culture), there were significant benefits in having even Native teachers from other tribes teach Native children (Swisher et al., 1993).

The shortage of trained special education professionals in BIA-operated schools is particularly acute. During school year 1990-91, the BIA employed 297 special education teachers for all disability categories, but needed to increase this number by approximately 60 percent (another 177 fully qualified teachers) to meet the needs of the Native American students with disabilities that it served. In the same year, the nation as a whole needed only 9 percent more special education teachers. In some disability categories, the shortage of special education personnel to teach Native American students is even more severe. An increase of 83 percent in personnel trained in teaching students with mental retardation is needed. Currently, the BIA has no special educators with training in teaching students with deaf-blindness or with other health impairments. There are 2 teachers trained to serve students with hearing impairments where at least 20 more are needed, and only 1 teacher trained to serve students with visual impairments where 15 more are needed. These shortages are based on personnel vacancies and on positions that are not currently filled by fully qualified staff (U.S. Department of Education, 1992). There is significant demand in the entire country for bilingual special education personnel, but the need for Native American bilingual personnel is even more severe (Baca, 1987).

Baca (1987) suggests that the desire to work with the population and the ability to work effectively with Native American parents are key elements for successful personnel. In addition, competency in developing appropriate IEPs, sensitivity to the language and culture of Native American students, the ability to teach ESL, the ability to conduct non-biased assessments, and the development and use of appropriate materials are critical.

One way to develop the competencies required for teaching Native American exceptional children is to encourage more Native Americans to become teachers. In 1989, 13 percent of the bachelor's degrees earned by Native Americans were in education. Education was the second most frequently obtained bachelor's degree for Native American women. One in three of the master's degrees awarded to Native Americans was in education (divided approximately equally between men and women), as were 39 percent of the doctorates (O'Brien, 1992). One consideration for this training is that programs at State universities may not be as effective in developing Native American special educators as programs based within Native American communities. It appears that Native Americans who attend State universities tend to accept better-paying jobs in cities and other locations rather than return to reservations. Also, most State university programs are not designed to meet the specific needs of the reservation (Baca, 1987).

Swisher et al. (1993) discussed the role of ethnicity in the training of Native American teachers. None of the Native American teachers included in their case studies of reservation teachers had Native American faculty in their teacher preparation programs, yet all believed that having at least one would have been extremely beneficial to them. The teachers expressed their concern over the lack of indigenous teachers who could serve as role models. They felt that, in addition to serving as role models, Native American teachers are better able to communicate with Native students, regardless of whether or not the teachers and students are of the same tribe.

Some effort has gone into improving the access of Native Americans with disabilities to higher education. Dodd and Rose (1991) found that the instructors in tribally controlled colleges had adequate background and knowledge about the culture, but no background in providing instruction to Native students with disabilities. Furthermore, there were no professionals knowledgeable about learning disabilities available to teach instructors how to accommodate these students. To assist these instructors, Dodd and Rose developed a handbook with a list of explanations and instructional practices that are helpful for Native Americans students with learning disabilities at tribally controlled colleges. The suggestions in their handbook (e.g., using advance organizers, hands-on demonstrations, and cooperative learning) are noteworthy in that they do not differ from a list one might suggest to instructors of any students with learning disabilities, regardless of their cultural background or age. Wright (1992) lists many recommendations for improving the status of Native Americans participating in higher education; one of these is "proactive affirmative action to attract more Natives to become educators."

Despite such efforts, however, data confirm an extreme shortage of Native American professional educators, or those with specific training in the "sociocultural processes operating in Indian communities and classrooms." The research suggests that it is easier and more effective to provide a tribal member with "standard teacher training" than it is to teach an outsider the tribal language and culture (ERIC, 1989). Despite the identified need for professionals with a thorough understanding of Native American language and culture, a study of small, rural schools found few professional staffers who were either Native American or had this background (Vadasy et al., 1992).

This professional shortage may also account for the staffing pattern found in many BIA-operated schools. Unlike non-Native public schools, which employ State-certified professional teachers as the largest proportion of their staff (more than 53 percent), BIA-operated schools employ many more aides as full-time personnel (BIA, 1988). Although nearly all those employed as teachers are State certified, they comprise only about 17 percent of full-time education personnel. The BIA also employs approximately 1,000 "education specialists" with teaching duties included in their jobs. The ratio of aides to students is 1 to 19 in BIA schools, but 1 to 129 in public schools. This staffing pattern may occur as a result of difficulties in training, recruiting, and retaining professionals. It may also contribute to the different special education placement patterns observed in comparing BIA schools to the rest of the country.

In FY 1990, the National Advisory Council on Indian Education funded 14 applications, totaling more than $2 million, under the Educational Personnel Development Program to provide training to Native American/Alaska Native students for careers in education. The ultimate goal of this project is to train education personnel who will serve the Native American community (NACIE, 1991).

OSEP's Division of Personnel Preparation (DPP) funds two types of projects for Native Americans. "Native American Projects" provide grants to tribal colleges to train Native Americans to serve children with disabilities. In each funded project, part of the curriculum focuses on incorporating the language and culture of Native Americans into the education of Native American students with disabilities. At least 50 percent of the trainees are Native Americans. "Projects Recruiting or Benefitting Native Americans" is for special education personnel preparation programs designed to recruit Native Americans. In the last two fiscal years, funding has been divided about equally between these two types of projects. Both types of projects cover multi-year periods, and have ranged in funding level from $48,415 per year to $143,335 per year.

Examples of new Native American Project applications funded in 1992 include:

- A grant to Northern Arizona University to train 60 students in special education at an on-site program on the Navajo Indian Reservation. The program will include classroom training in special education, training related to working effectively in rural areas, working in a collaborative model, and learning the cultural attributes of the people in the area. Training will be accomplished through regular academic work, by working in classrooms on the site, and by assignment to host families in the Native American community who will instruct students in the culture.

- A grant to the American Indian Resource Center in Tahlequah, Oklahoma, in cooperation with Northeastern State University and the Cherokee Nation, to train 26 special education teachers of Native American descent for careers as special education teachers. The program will include both academic preparation and practicum experiences focused on providing services to Native American children with disabilities.

New Projects Recruiting or Benefitting Native Americans for 1992 included an award to San Jose State University to recruit and train minority teachers to serve multicultural students with hearing impairments. This project will provide stipends to 40 students from various ethnic groups to teach students with hearing impairments and deafness. Funds will also be used to revise and expand course offerings to include multicultural issues, and to provide this information to working teachers through in-service training (U.S. Department of Education, 1992).

In addition to these projects, in 1991 DPP funded a five-year technical assistance project to develop, improve, and increase the participation of historically under-represented ethnic populations in special education training programs. Under this award, the University of New Mexico's Outreach Alliance 2000 Project collaborates with other institutions to enhance their ability to prepare successful personnel preparation-related applications under IDEA funding, particularly for historically under-represented ethnic populations (Baker, 1992).

SUMMARY AND IMPLICATIONS

As this chapter reveals, there is a significant lack of research on Native American populations, including research on needs and on effective practices for Native American children with disabilities; a broader research base for the Native American population is critically needed. A literature search undertaken to prepare this chapter did not uncover a single empirical study on effective instructional practices (or other remedial or compensatory programs) for Native Americans with any type of disability. Some of the literature suggested that certain programs or practices were effective, but presented no data supporting such assertions. Another difficulty experienced in reviewing data sources for this chapter was that Native Americans were often included in an "other" race category; therefore, their educational needs and problems were undocumented. More consistency in including Native Americans as an identifiable group and better sampling methods to support group analysis are needed.

Even with these suggestions, however, it will be difficult to develop a meaningful program of research in special education for Native Americans. Differences among tribes make it difficult to generalize results. Most current studies do not differentiate results based on tribe or whether Native Americans studied resided on or off reservations. To deal with some of the challenges of developing a research program, the Indian Nations At Risk Task Force states that one of its five priorities for additional funding is to seek legislation authorizing the "establishment of a national research and school improvement center for Native education" (NACIE, 1992).

In addition to the development of a broader research base and the implementation of more consistent data collection procedures on the Native American population, additional efforts are needed to recruit, train, and employ larger numbers of *qualified* special education personnel. The term "qualified" refers to competence in special education and in working effectively with Native Americans.

Finally, there continues to be confusion and misunderstanding of various agencies' responsibilities in providing services to Native American students with disabilities. Communication of regulations and policy to all agencies involved, and procedures to assist them in collaborative and cooperative efforts are needed.

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APPENDIX A

DATA TABLES

TABLE AA1

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING THE 1992-93 SCHOOL YEAR

STATE	BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
	AGE GROUP						
ALABAMA	97,363	666	7,867	43,170	40,377	83,547	5,283
ALASKA	17,358	558	1,770	8,550	5,861	14,411	619
ARIZONA	65,380	818	5,975	31,645	24,030	55,675	2,912
ARKANSAS	51,669	699	5,727	20,889	22,008	42,897	2,346
CALIFORNIA	513,757	878	46,821	257,425	189,046	446,471	19,587
COLORADO	63,552	822	5,408	29,490	25,188	54,678	2,644
CONNECTICUT	68,753	833	6,104	29,907	28,339	58,246	3,570
DELAWARE	14,172	10	1,782	6,954	4,893	11,847	533
DISTRICT OF COLUMBIA	7,053	162	450	2,849	3,051	5,900	541
FLORIDA	263,592	2,027	18,438	136,413	96,891	233,304	9,823
GEORGIA	115,893	204	10,205	58,625	42,390	101,015	4,469
HAWAII	14,577	680	927	6,756	5,779	12,535	435
IDAHO	23,292	638	2,862	11,611	7,467	19,078	714
ILLINOIS	250,955	4,578	23,974	118,004	93,645	211,649	10,754
INDIANA	124,180	2,679	8,963	61,498	45,111	106,609	5,929
IOWA	62,552	914	5,463	27,254	25,986	53,240	2,935
KANSAS	48,873	707	4,909	23,939	17,557	41,496	1,861
KENTUCKY	81,683	949	12,653	36,554	28,353	64,907	3,174
LOUISIANA	82,300	1,868	8,079	35,361	32,717	68,078	4,275
MAINE	29,005	0	2,677	13,403	11,599	25,002	1,326
MARYLAND	94,922	3,107	7,778	44,581	35,701	80,282	3,755
MASSACHUSETTS	157,839	6,484	13,115	67,333	63,173	130,506	7,734
MICHIGAN	176,861	2,911	16,016	79,277	69,187	148,464	9,470
MINNESOTA	86,340	2,353	9,640	37,613	33,664	71,277	3,070
MISSISSIPPI	62,968	90	5,123	29,209	25,527	54,736	3,019
MISSOURI	109,199	1,404	6,191	50,762	45,800	96,562	5,042
MONTANA	18,846	330	1,872	9,151	6,748	15,899	745
NEBRASKA	36,985	667	2,958	18,428	13,322	31,750	1,610
NEVADA	23,074	645	2,310	11,372	7,999	19,371	748
NEW HAMPSHIRE	22,323	644	1,726	9,379	9,412	18,791	1,162
NEW JERSEY	188,578	2,535	15,301	90,816	71,211	162,027	8,715
NEW MEXICO	40,926	47	3,123	18,936	17,204	36,140	1,616
NEW YORK	336,051	3,730	32,648	132,175	146,461	278,636	21,037
NORTH CAROLINA	132,861	761	12,766	66,942	47,624	114,566	4,768
NORTH DAKOTA	12,832	233	1,154	6,026	4,798	10,824	621
OHIO	216,745	0	15,914	105,642	84,055	189,697	11,134
OKLAHOMA	71,603	1,216	5,536	34,244	27,624	61,868	2,983
OREGON	64,454	1,322	6,932	30,408	23,434	53,842	2,358
PENNSYLVANIA	209,578	5,883	18,417	92,988	82,144	175,132	10,146
PUERTO RICO	34,402	0	5,492	10,399	15,635	26,034	2,876
RHODE ISLAND	22,460	494	1,936	10,105	8,831	18,936	1,094
SOUTH CAROLINA	80,713	973	8,765	40,233	27,602	67,835	3,140
SOUTH DAKOTA	15,536	239	2,278	7,588	4,816	12,404	615
TENNESSEE	115,232	1,956	9,188	53,316	45,196	98,512	5,576
TEXAS	390,113	7,782	27,477	178,763	155,826	334,589	20,265
UTAH	51,995	1,341	4,190	26,753	18,203	44,956	1,508
VERMONT	10,452	120	1,016	4,554	4,283	8,837	479
VIRGINIA	127,967	2,742	11,295	59,718	48,640	108,358	5,572
WASHINGTON	96,334	2,014	11,311	45,788	33,185	78,973	4,036
WEST VIRGINIA	45,345	1,084	3,714	19,905	18,241	38,146	2,401
WISCONSIN	97,626	2,167	12,208	41,829	37,108	78,937	4,314
WYOMING	12,228	433	1,384	5,596	4,299	9,895	516
AMERICAN SAMOA	404	0	34	179	178	357	13
GUAM	1,621	0	167	656	683	1,339	115
NORTHERN MARIANAS	374	34	30	142	152	294	16
PALAU	390	18	24	150	194	344	4
VIRGIN ISLANDS	1,528	0	136	526	679	1,205	187
BUR. OF INDIAN AFFAIRS	6,578	0	0	3,451	2,758	6,209	369
U.S. AND OUTLYING AREAS	5,170,242	76,449	460,119	2,405,230	1,991,885	4,397,115	236,559
50 STATES, D.C. & P.R.	5,159,347	76,397	459,728	2,400,126	1,987,241	4,387,367	235,855

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
18OCT93

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TABLE AA2

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	95,502	1,861	97,363
ALASKA	13,936	3,422	17,358
ARIZONA	63,629	1,751	65,380
ARKANSAS	48,082	3,587	51,669
CALIFORNIA	509,513	4,244	513,757
COLORADO	59,602	3,950	63,552
CONNECTICUT	64,116	4,637	68,753
DELAWARE	11,617	2,555	14,172
DISTRICT OF COLUMBIA	2,300	4,753	7,053
FLORIDA	254,562	9,030	263,592
GEORGIA	113,479	2,414	115,893
HAWAII	13,540	1,037	14,577
IDAHO	22,104	1,188	23,292
ILLINOIS	201,538	49,417	250,955
INDIANA	115,684	8,496	124,180
IOWA	61,178	1,374	62,552
KANSAS	45,954	2,919	48,873
KENTUCKY	79,003	2,680	81,683
LOUISIANA	77,822	4,478	82,300
MAINE	28,003	1,002	29,005
MARYLAND	90,234	4,688	94,922
MASSACHUSETTS	136,804	21,035	157,839
MICHIGAN	161,670	15,191	176,861
MINNESOTA	83,572	2,768	86,340
MISSISSIPPI	62,124	844	62,968
MISSOURI	105,979	3,220	109,199
MONTANA	18,379	467	18,846
NEBRASKA	36,109	876	36,985
NEVADA	22,402	672	23,074
NEW HAMPSHIRE	20,422	1,901	22,323
NEW JERSEY	182,297	6,281	188,578
NEW MEXICO	40,624	302	40,926
NEW YORK	318,295	17,756	336,051
NORTH CAROLINA	130,487	2,374	132,861
NORTH DAKOTA	11,942	890	12,832
OHIO	211,365	5,380	216,745
OKLAHOMA	69,783	1,820	71,603
OREGON	53,318	11,136	64,454
PENNSYLVANIA	186,834	22,744	209,578
PUERTO RICO	34,402	0	34,402
RHODE ISLAND	21,222	1,238	22,460
SOUTH CAROLINA	78,974	1,739	80,713
SOUTH DAKOTA	14,899	637	15,536
TENNESSEE	112,421	2,811	115,232
TEXAS	375,121	14,992	390,113
UTAH	49,369	2,626	51,995
VERMONT	8,940	1,512	10,452
VIRGINIA	124,046	3,921	127,967
WASHINGTON	91,537	4,797	96,334
WEST VIRGINIA	43,644	1,701	45,345
WISCONSIN	93,628	3,998	97,626
WYOMING	11,720	508	12,228
AMERICAN SAMOA	368	36	404
GUAM	1,457	164	1,621
NORTHERN MARIANAS	170	204	374
PALAU	186	204	390
VIRGIN ISLANDS	1,379	149	1,528
BUR. OF INDIAN AFFAIRS	6,578	0	6,578
U.S. AND OUTLYING AREAS	4,893,865	276,377	5,170,242
50 STATES, D.C. & P.R.	4,883,727	275,620	5,159,347

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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18OCT93

TABLE AA3

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	87,804	1,026	88,830
ALASKA	12,446	2,584	15,030
ARIZONA	57,688	899	58,587
ARKANSAS	43,222	2,021	45,243
CALIFORNIA	462,886	3,172	466,058
COLORADO	54,246	3,076	57,322
CONNECTICUT	58,252	3,564	61,816
DELAWARE	9,853	2,527	12,380
DISTRICT OF COLUMBIA	2,046	4,395	6,441
FLORIDA	237,287	5,840	243,127
GEORGIA	103,522	1,962	105,484
HAWAII	12,640	330	12,970
IDAHO	19,533	259	19,792
ILLINOIS	178,422	43,981	222,403
INDIANA	106,793	5,745	112,538
IOWA	55,735	440	56,175
KANSAS	41,365	1,992	43,357
KENTUCKY	66,371	1,710	68,081
LOUISIANA	69,876	2,477	72,353
MAINE	25,375	953	26,328
MARYLAND	82,507	1,530	84,037
MASSACHUSETTS	126,526	11,714	138,240
MICHIGAN	146,656	11,278	157,934
MINNESOTA	73,939	408	74,347
MISSISSIPPI	57,106	649	57,755
MISSOURI	99,831	1,773	101,604
MONTANA	16,516	128	16,644
NEBRASKA	33,156	204	33,360
NEVADA	20,092	27	20,119
NEW HAMPSHIRE	19,048	905	19,953
NEW JERSEY	167,319	3,423	170,742
NEW MEXICO	37,557	199	37,756
NEW YORK	285,836	13,837	299,673
NORTH CAROLINA	117,783	1,551	119,334
NORTH DAKOTA	10,961	484	11,445
OHIO	195,757	5,074	200,831
OKLAHOMA	64,273	578	64,851
OREGON	48,418	7,782	56,200
PENNSYLVANIA	171,207	14,071	185,278
PUERTO RICO	28,910	0	28,910
RHODE ISLAND	19,345	685	20,030
SOUTH CAROLINA	70,418	557	70,975
SOUTH DAKOTA	12,639	380	13,019
TENNESSEE	103,311	777	104,088
TEXAS	348,705	6,149	354,854
UTAH	45,527	937	46,464
VERMONT	8,031	1,285	9,316
VIRGINIA	112,794	1,136	113,930
WASHINGTON	80,906	2,103	83,009
WEST VIRGINIA	40,057	490	40,547
WISCONSIN	81,454	1,797	83,251
WYOMING	10,336	75	10,411
AMERICAN SAMOA	334	36	370
GUAM	1,290	164	1,454
NORTHERN MARIANAS	155	155	310
PALAU	174	174	348
VIRGIN ISLANDS	1,303	89	1,392
BUR. OF INDIAN AFFAIRS	6,578	0	6,578
U.S. AND OUTLYING AREAS	4,452,117	181,557	4,633,674
50 STATES, D.C. & P.R.	4,442,283	180,939	4,623,222

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	88,830	36,757	17,780	24,651	5,479	1,200	961	469
ALASKA	15,030	9,381	3,206	541	763	532	190	85
ARIZONA	58,587	34,555	11,334	5,272	3,523	1,228	1,155	660
ARKANSAS	45,243	25,843	6,776	9,977	301	773	519	162
CALIFORNIA	466,058	284,462	103,134	26,488	14,601	5,492	7,677	8,430
COLORADO	57,322	31,634	8,401	2,734	8,504	3,706	851	1,086
CONNECTICUT	61,816	33,029	10,249	3,572	11,171	1,353	696	255
DELAWARE	12,380	7,794	1,512	1,432	935	0	177	293
DISTRICT OF COLUMBIA	6,441	3,737	488	1,135	809	23	19	74
FLORIDA	243,127	111,435	67,475	27,410	28,044	0	1,376	3,930
GEORGIA	105,484	34,171	22,973	23,745	20,780	0	1,216	705
HAWAII	12,970	7,362	2,056	1,384	1,177	185	279	161
IDAHO	19,792	11,865	3,567	2,665	379	333	304	162
ILLINOIS	222,403	110,550	52,849	23,904	26,486	0	2,877	2,660
INDIANA	112,538	47,804	34,909	19,101	6,587	742	1,275	724
IOWA	56,175	26,618	8,634	10,809	7,560	572	774	907
KANSAS	43,357	19,184	10,568	5,317	4,585	1,597	574	410
KENTUCKY	68,081	23,473	20,155	17,618	3,551	1,170	769	431
LOUISIANA	72,353	32,405	17,297	11,339	4,952	878	1,285	1,156
MAINE	26,328	12,222	6,133	1,629	4,131	1,194	279	158
MARYLAND	84,037	42,996	22,760	5,272	5,350	3,981	1,146	540
MASSACHUSETTS	138,240	84,532	21,348	13,485	11,763	2,407	1,306	840
MICHIGAN	157,934	76,628	33,485	18,421	17,878	2,061	2,566	4,932
MINNESOTA	74,347	32,752	13,217	9,802	13,969	0	1,466	1,189
MISSISSIPPI	57,755	30,564	17,641	7,117	230	347	559	1,066
MISSOURI	101,604	53,587	23,069	12,214	9,072	588	1,025	660
MONTANA	16,644	9,640	3,757	1,208	902	310	248	96
NEBRASKA	33,360	15,082	8,405	4,546	2,838	437	579	521
NEVADA	20,119	12,494	4,012	1,284	1,127	328	202	66
NEW HAMPSHIRE	19,953	11,549	4,081	851	1,876	293	221	152
NEW JERSEY	170,742	91,620	47,986	4,804	14,162	8,763	1,227	595
NEW MEXICO	37,756	18,538	11,313	1,938	3,562	804	436	554
NEW YORK	299,673	180,821	31,397	18,107	43,077	12,420	4,315	2,362
NORTH CAROLINA	119,334	55,987	24,899	20,739	9,781	1,266	1,860	888
NORTH DAKOTA	11,445	5,749	3,425	1,303	495	0	101	105
OHIO	200,831	77,854	51,288	43,989	9,719	10,540	2,220	2,134
OKLAHOMA	64,851	33,577	14,530	11,574	1,997	1,439	712	314
OREGON	56,200	30,371	13,648	3,919	3,641	0	1,395	940
PENNSYLVANIA	185,[illegible]78	85,535	[illegible]4,516	28,730	17,428	1,007	2,712	2,022
PUERTO RICO	28,910	10,246	1,690	12,935	695	1,013	727	371
RHODE ISLAND	20,030	12,648	3,700	1,035	1,706	144	164	162
SOUTH CAROLINA	70,975	31,102	17,970	14,027	5,073	389	943	752
SOUTH DAKOTA	13,019	6,475	3,533	1,397	554	453	202	157
TENNESSEE	104,088	56,509	24,421	12,530	2,807	1,640	1,264	1,030
TEXAS	354,854	210,429	63,073	23,643	29 921	3,109	4,901	4,232
UTAH	46,464	25,590	7,549	3,241	6,787	1,375	638	221
VERMONT	9,316	4,606	1,881	1,312	930	96	144	94
VIRGINIA	113,930	59,879	24,745	12,540	10,041	2,461	1,196	728
WASHINGTON	83,009	40,242	15,479	7,317	5,230	2,612	2,187	1,177
WEST VIRGINIA	40,547	18,808	11,005	7,444	2,152	0	390	292
WISCONSIN	83,251	27,526	15,833	4,366	12,329	21,597	296	585
WYOMING	10,411	5,549	2,820	614	705	0	155	159
AMERICAN SAMOA	370	159	72	82	27	10	12	0
GUAM	1,454	922	204	166	19	42	30	22
NORTHERN MARIANAS	310	160	24	36	4	56	18	8
PALAU	348	254	26	14	8	4	10	12
VIRGIN ISLANDS	1,392	464	113	631	48	71	24	7
BUR. OF INDIAN AFFAIRS	6,578	3,660	1,743	359	447	174	46	18
U.S. AND OUTLYING AREAS	4,633,674	2,369,385	1,000,154	533,715	402,668	103,215	60,896	52,921
50 STATES, D.C. & P.R.	4,623,222	2,363,766	997,972	532,427	402,115	102,858	60,756	52,854

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DATA AS OF OCTOBER 1, 1993

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18OCT93

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TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	924	413	126	14	56
ALASKA	243	41	13	22	13
ARIZONA	256	385	203	0	16
ARKANSAS	619	192	43	8	30
CALIFORNIA	10,777	3,051	1,605	128	213
COLORADO	0	281	16	66	43
CONNECTICUT	785	466	171	23	46
DELAWARE	0	92	118	27	0
DISTRICT OF COLUMBIA	81	39	23	13	0
FLORIDA	1,737	949	749	22	0
GEORGIA	1,016	462	287	28	101
HAWAII	236	56	59	6	9
IDAHO	339	97	41	11	29
ILLINOIS	1,572	1,112	322	62	9
INDIANA	212	546	465	72	101
IOWA	1	184	67	34	15
KANSAS	739	179	78	10	116
KENTUCKY	366	465	40	8	35
LOUISIANA	2,120	443	458	13	7
MAINE	390	98	46	6	42
MARYLAND	1,411	485	28	46	22
MASSACHUSETTS	1,116	581	546	37	279
MICHIGAN	0	783	1,180	0	0
MINNESOTA	1,241	348	297	18	48
MISSISSIPPI	0	217	0	14	0
MISSOURI	536	368	336	77	72
MONTANA	305	90	20	28	40
NEBRASKA	714	230	4	4	0
NEVADA	491	88	5	4	18
NEW HAMPSHIRE	819	108	0	3	0
NEW JERSEY	546	389	488	119	43
NEW MEXICO	401	153	16	11	30
NEW YORK	3,876	1,295	1,925	37	41
NORTH CAROLINA	2,470	612	786	22	24
NORTH DAKOTA	134	58	15	52	8
OHIO	2,087	946	22	9	23
OKLAHOMA	324	287	37	36	24
OREGON	1,098	468	672	10	38
PENNSYLVANIA	103	1,388	595	4	1,238
PUERTO RICO	490	429	266	35	13
RHODE ISLAND	356	77	19	5	14
SOUTH CAROLINA	156	380	141	22	20
SOUTH DAKOTA	88	73	47	12	28
TENNESSEE	2,745	735	308	10	89
TEXAS	12,058	1,859	1,495	77	57
UTAH	424	242	120	51	226
VERMONT	201	30	12	1	9
VIRGINIA	1,072	662	554	6	46
WASHINGTON	7,431	323	494	27	490
WEST VIRGINIA	91	202	112	21	30
WISCONSIN	422	249	20	7	21
WYOMING	324	54	15	1	15
AMERICAN SAMOA	1	3	0	3	1
GUAM	26	16	0	4	3
NORTHERN MARIANAS	0	2	2	0	0
PALAU	8	10	0	2	0
VIRGIN ISLANDS	7	6	10	10	1
BUR. OF INDIAN AFFAIRS	69	14	10	27	11
U.S. AND OUTLYING AREAS	66,054	23,811	15,527	1,425	3,903
50 STATES, D.C. & P.R.	65,943	23,760	15,505	1,379	3,887

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

TABLE AA5

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING THE 1992-93 SCHOOL YEAR

STATE	AGE GROUP BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	1,861	666	169	215	643	858	168
ALASKA	3,422	558	280	1,514	984	2,498	86
ARIZONA	1,751	818	34	381	419	800	99
ARKANSAS	3,587	699	867	933	884	1,817	204
CALIFORNIA	4,244	878	194	422	1,462	1,884	1,288
COLORADO	3,950	822	52	1,388	1,281	2,669	407
CONNECTICUT	4,637	833	240	650	2,196	2,846	718
DELAWARE	2,555	10	18	1,062	1,261	2,323	204
DISTRICT OF COLUMBIA	4,753	162	196	2,097	1,966	4,063	332
FLORIDA	9,030	2,027	1,163	2,571	2,216	4,787	1,053
GEORGIA	2,414	204	248	680	985	1,665	297
HAWAII	1,037	680	27	73	200	273	57
IDAHO	1,188	638	291	99	135	234	25
ILLINOIS	49,417	4,578	858	18,330	21,276	39,606	4,375
INDIANA	8,496	2,679	72	2,513	2,076	4,589	1,156
IOWA	1,374	914	20	96	306	402	38
KANSAS	2,919	707	220	951	868	1,819	173
KENTUCKY	2,680	949	21	582	942	1,524	186
LOUISIANA	4,478	1,868	133	882	1,092	1,974	503
MAINE	1,002	0	49	233	603	836	117
MARYLAND	4,688	3,107	51	243	799	1,042	488
MASSACHUSETTS	21,035	6,484	2,837	4,687	5,351	10,038	1,676
MICHIGAN	15,191	2,911	1,002	3,550	5,225	8,775	2,503
MINNESOTA	2,768	2,353	7	68	283	351	57
MISSISSIPPI	844	90	105	242	261	503	146
MISSOURI	3,220	1,404	43	598	778	1,376	397
MONTANA	467	330	9	31	77	108	20
NEBRASKA	876	667	5	26	137	163	41
NEVADA	672	645	0	0	25	25	2
NEW HAMPSHIRE	1,901	644	352	329	421	750	155
NEW JERSEY	6,281	2,535	323	916	1,494	2,410	1,013
NEW MEXICO	302	47	56	73	80	153	46
NEW YORK	17,756	3,730	189	5,961	6,527	12,488	1,349
NORTH CAROLINA	2,374	761	62	413	822	1,235	316
NORTH DAKOTA	890	233	173	321	139	460	24
OHIO	5,380	0	306	1,654	1,911	3,565	1,509
OKLAHOMA	1,820	1,216	26	133	312	445	133
OREGON	11,136	1,322	2,032	3,683	3,286	6,969	813
PENNSYLVANIA	22,744	5,883	2,790	6,846	5,704	12,550	1,521
PUERTO RICO	0	0	0	0	0	0	0
RHODE ISLAND	1,238	494	59	196	323	519	166
SOUTH CAROLINA	1,739	973	209	162	268	430	127
SOUTH DAKOTA	637	239	18	142	121	263	117
TENNESSEE	2,811	1,956	78	157	458	615	162
TEXAS	14,992	7,782	1,061	2,568	2,704	5,272	877
UTAH	2,626	1,341	348	455	397	852	85
VERMONT	1,512	120	107	656	499	1,155	130
VIRGINIA	3,921	2,742	43	432	559	991	145
WASHINGTON	4,797	2,014	680	1,065	783	1,848	255
WEST VIRGINIA	1,701	1,084	127	148	254	402	88
WISCONSIN	3,998	2,167	34	1,024	593	1,617	180
WYOMING	508	433	0	8	56	64	11
AMERICAN SAMOA	36	0	0	11	19	30	6
GUAM	164	0	0	54	91	145	19
NORTHERN MARIANAS	204	34	15	71	76	147	8
PALAU	204	18	12	75	97	172	2
VIRGIN ISLANDS	149	0	60	25	38	63	26
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	276,377	76,449	18,371	72,695	82,763	155,458	26,099
50 STATES, D.C. & P.R.	275,620	76,397	18,284	72,459	82,442	154,901	26,038

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
18OCT93

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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRME
ALABAMA	215	6	0	2	45	26	71	0
ALASKA	1,514	791	468	67	43	83	25	9
ARIZONA	381	8	12	55	7	49	198	11
ARKANSAS	933	37	58	441	1	194	87	40
CALIFORNIA	422	0	0	130	28	53	210	0
COLORADO	1,388	197	164	216	79	536	68	88
CONNECTICUT	650	74	15	72	57	150	35	4
DELAWARE	1,062	335	6	356	98	0	40	113
DISTRICT OF COLUMBIA	2,097	1,100	172	398	285	11	5	39
FLORIDA	2,571	103	165	1,406	100	0	168	473
GEORGIA	680	19	37	261	149	0	130	16
HAWAII	73	4	2	11	8	21	11	12
IDAHO	99	9	1	23	0	24	25	1
ILLINOIS	18,330	6,245	909	4,684	3,985	0	844	923
INDIANA	2,513	162	226	1,354	88	157	181	120
IOWA	96	0	0	0	19	6	54	0
KANSAS	951	127	152	219	157	117	70	47
KENTUCKY	582	19	69	166	61	96	91	28
LOUISIANA	882	58	31	315	50	139	85	124
MAINE	233	11	14	24	97	51	24	4
MARYLAND	243	1	0	2	28	13	129	0
MASSACHUSETTS	4,687	2,681	1,121	368	295	64	41	33
MICHIGAN	3,550	45	26	1,662	470	852	46	49
MINNESOTA	68	0	0	0	0	0	52	0
MISSISSIPPI	242	1	66	26	0	31	64	27
MISSOURI	598	0	0	538	4	0	40	0
MONTANA	31	1	0	0	0	2	19	0
NEBRASKA	26	0	0	5	0	1	11	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	329	10	25	26	8	84	90	8
NEW JERSEY	916	39	2	350	30	194	61	43
NEW MEXICO	73	0	0	0	31	6	32	0
NEW YORK	5,961	1,063	1,488	759	533	890	623	286
NORTH CAROLINA	413	12	0	66	33	86	193	0
NORTH DAKOTA	321	19	54	147	5	0	8	31
OHIO	1,654	0	0	87	5	1,513	26	0
OKLAHOMA	133	0	0	4	20	32	45	2
OREGON	3,683	214	457	953	343	0	610	331
PENNSYLVANIA	6,846	1,170	1,212	2,089	737	200	355	410
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	196	37	4	43	20	20	50	7
SOUTH CAROLINA	162	1	1	24	6	53	51	0
SOUTH DAKOTA	142	1	1	1	68	25	26	9
TENNESSEE	157	3	7	37	30	8	71	0
TEXAS	2,568	79	42	334	18	115	1,698	83
UTAH	455	9	15	112	17	41	154	23
VERMONT	656	127	239	149	38	22	22	21
VIRGINIA	432	12	4	19	29	5	58	1
WASHINGTON	1,065	61	37	255	55	265	85	77
WEST VIRGINIA	148	1	15	56	0	0	29	18
WISCONSIN	1,024	46	112	59	42	710	1	39
WYOMING	8	0	0	0	0	0	8	0
AMERICAN SAMOA	11	0	0	6	1	2	0	0
GUAM	54	9	8	12	2	5	11	0
NORTHERN MARIANAS	71	31	11	9	2	11	2	3
PALAU	75	49	8	2	4	1	2	5
VIRGIN ISLANDS	25	0	2	12	0	9	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	72,695	15,027	7,458	18,412	8,231	6,973	7,135	3,558
50 STATES, D.C. & P.R.	72,459	14,938	7,429	18,371	8,222	6,945	7,120	3,550

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0	38	26	1	0
ALASKA	23	4	1	0	0
ARIZONA	3	36	2	0	0
ARKANSAS	20	41	10	4	0
CALIFORNIA	0	0	0	1	0
COLORADO	0	22	1	16	1
CONNECTICUT	4	224	3	11	1
DELAWARE	0	45	59	10	0
DISTRICT OF COLUMBIA	47	11	23	6	0
FLORIDA	0	60	93	3	0
GEORGIA	10	42	11	5	0
HAWAII	2	1	1	0	0
IDAHO	0	14	2	0	0
ILLINOIS	317	172	235	16	0
INDIANA	15	90	95	20	5
IOWA	0	14	0	3	0
KANSAS	37	16	3	2	4
KENTUCKY	12	39	0	1	0
LOUISIANA	30	21	27	2	0
MAINE	1	0	6	1	0
MARYLAND	1	59	0	10	0
MASSACHUSETTS	36	21	21	0	6
MICHIGAN	0	9	391	0	0
MINNESOTA	0	15	0	1	0
MISSISSIPPI	0	26	0	1	0
MISSOURI	0	16	0	0	0
MONTANA	0	6	0	3	0
NEBRASKA	5	4	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	23	53	0	2	0
NEW JERSEY	1	137	5	53	1
NEW MEXICO	0	0	0	4	0
NEW YORK	110	105	104	0	0
NORTH CAROLINA	1	18	0	4	0
NORTH DAKOTA	23	11	5	18	0
OHIO	0	23	0	0	0
OKLAHOMA	0	24	6	0	0
OREGON	142	235	392	3	3
PENNSYLVANIA	8	182	174	0	309
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	9	6	0	0	0
SOUTH CAROLINA	0	20	0	6	0
SOUTH DAKOTA	1	2	3	2	3
TENNESSEE	1	0	0	0	0
TEXAS	60	109	26	2	2
UTAH	12	49	6	11	6
VERMONT	29	3	5	0	1
VIRGINIA	0	301	3	0	0
WASHINGTON	192	18	12	5	3
WEST VIRGINIA	0	17	5	7	0
WISCONSIN	7	8	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	2	0
GUAM	1	6	0	0	0
NORTHERN MARIANAS	0	1	1	0	0
PALAU	2	1	0	1	0
VIRGIN ISLANDS	0	1	0	1	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,185	2,376	1,757	238	345
50 STATES, D.C. & P.R.	1,182	2,367	1,756	234	345

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNT (4C9NX2A)
18OCT93

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	643	30	1	67	284	25	149	0
ALASKA	984	715	58	54	72	47	16	3
ARIZONA	419	13	0	50	52	67	175	2
ARKANSAS	884	38	29	459	2	140	108	27
CALIFORNIA	1,462	315	68	259	216	108	480	0
COLORADO	1,281	147	24	273	310	364	85	29
CONNECTICUT	2,196	1,109	24	87	624	106	41	3
DELAWARE	1,261	452	0	312	297	0	48	94
DISTRICT OF COLUMBIA	1,966	1,013	19	452	416	6	3	21
FLORIDA	2,216	136	25	1,088	322	0	292	187
GEORGIA	985	35	5	334	345	0	168	5
HAWAII	200	27	0	39	39	24	25	35
IDAHO	135	12	0	19	10	20	63	0
ILLINOIS	21,276	5,590	171	4,692	8,841	0	848	618
INDIANA	2,076	170	76	1,097	157	119	199	59
IOWA	306	21	0	12	173	5	66	0
KANSAS	868	70	5	165	364	123	99	3
KENTUCKY	942	113	16	224	226	90	164	15
LOUISIANA	1,092	110	9	355	250	112	156	44
MAINE	603	36	1	67	370	98	17	5
MARYLAND	799	116	5	39	300	95	146	2
MASSACHUSETTS	5,351	3,588	413	551	552	87	51	25
MICHIGAN	5,225	127	8	2,315	1,627	689	86	28
MINNESOTA	283	28	0	7	102	0	105	1
MISSISSIPPI	261	2	22	69	1	32	82	22
MISSOURI	778	0	0	626	23	0	92	0
MONTANA	77	15	0	1	14	4	34	0
NEBRASKA	137	35	16	10	32	1	31	0
NEVADA	25	14	0	0	10	0	0	1
NEW HAMPSHIRE	421	47	22	58	86	69	77	5
NEW JERSEY	1,494	171	3	374	344	267	108	20
NEW MEXICO	80	0	0	0	20	15	44	0
NEW YORK	6,527	1,481	484	1,037	1,281	873	702	315
NORTH CAROLINA	822	56	7	118	257	119	213	0
NORTH DAKOTA	139	7	3	74	6	0	6	9
OHIO	1,911	0	0	181	5	1,574	86	0
OKLAHOMA	312	17	0	26	49	94	89	2
OREGON	3,286	319	51	922	747	0	612	205
PENNSYLVANIA	5,704	659	50	1,684	1,865	188	284	336
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	323	121	0	31	113	4	44	8
SOUTH CAROLINA	268	14	0	67	10	56	81	0
SOUTH DAKOTA	121	1	1	17	18	26	24	16
TENNESSEE	458	33	2	117	166	24	107	0
TEXAS	2,704	207	10	379	266	108	1,534	28
UTAH	397	25	8	67	58	57	121	11
VERMONT	499	77	34	229	93	25	9	15
VIRGINIA	559	19	0	49	93	34	75	0
WASHINGTON	783	21	3	192	73	229	116	45
WEST VIRGINIA	254	37	0	57	48	0	58	6
WISCONSIN	593	41	4	75	202	250	1	8
WYOMING	56	24	1	0	30	0	1	0
AMERICAN SAMOA	19	0	0	12	0	4	0	0
GUAM	91	14	1	30	10	13	13	2
NORTHERN MARIANAS	76	46	1	9	0	14	5	1
PALAU	97	78	5	4	0	1	3	1
VIRGIN ISLANDS	38	0	0	10	11	12	1	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	82,763	17,592	1,685	19,542	21,882	6,418	8,241	2,262
50 STATES, D.C. & P.R.	82,442	17,454	1,678	19,477	21,861	6,374	8,219	2,258

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0	69	17	0	1
ALASKA	9	4	4	0	2
ARIZONA	0	58	2	0	0
ARKANSAS	11	63	3	4	0
CALIFORNIA	0	9	0	7	0
COLORADO	0	34	1	13	1
CONNECTICUT	16	175	3	5	3
DELAWARE	0	17	30	11	0
DISTRICT OF COLUMBIA	22	9	0	5	0
FLORIDA	0	117	47	2	0
GEORGIA	3	66	13	11	0
HAWAII	5	3	2	1	0
IDAHO	0	10	0	1	0
ILLINOIS	227	198	64	24	3
INDIANA	5	102	71	21	0
IOWA	1	26	0	2	0
KANSAS	10	14	1	0	14
KENTUCKY	7	84	1	2	0
LOUISIANA	9	31	12	4	0
MAINE	2	2	3	2	0
MARYLAND	7	76	0	12	1
MASSACHUSETTS	39	20	13	0	12
MICHIGAN	0	18	327	0	0
MINNESOTA	0	36	1	3	0
MISSISSIPPI	0	29	0	2	0
MISSOURI	0	37	0	0	0
MONTANA	0	8	0	1	0
NEBRASKA	3	9	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	19	37	0	1	0
NEW JERSEY	2	147	18	38	2
NEW MEXICO	0	0	0	1	0
NEW YORK	96	123	135	0	0
NORTH CAROLINA	0	42	0	10	0
NORTH DAKOTA	4	6	1	22	1
OHIO	0	64	0	1	0
OKLAHOMA	0	33	0	2	0
OREGON	65	179	180	5	1
PENNSYLVANIA	6	127	66	1	438
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	1	0	0	1
SOUTH CAROLINA	0	32	0	8	0
SOUTH DAKOTA	3	9	3	2	1
TENNESSEE	6	0	2	1	0
TEXAS	35	105	14	18	0
UTAH	5	29	7	8	1
VERMONT	15	1	0	1	0
VIRGINIA	1	277	8	2	1
WASHINGTON	63	32	5	3	1
WEST VIRGINIA	0	36	6	8	0
WISCONSIN	8	2	2	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	2	0	1	0
GUAM	0	6	0	2	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	2	3	0	0	0
VIRGIN ISLANDS	0	0	3	1	0
BUR. OF INDIAN AFFAIRS	[illegible]	0	0	0	0
U.S. AND OUTLYING AREAS	706	2,617	1,065	269	484
50 STATES, D.C. & P.R.	704	2,606	1,062	265	484

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	168	3	0	41	32	12	37	0
ALASKA	86	62	2	7	2	10	1	0
ARIZONA	99	0	0	9	0	22	48	0
ARKANSAS	204	4	0	134	0	23	26	2
CALIFORNIA	1,288	430	110	342	194	60	124	3
COLORADO	407	117	1	94	51	116	9	7
CONNECTICUT	718	238	1	40	351	33	11	1
DELAWARE	204	21	0	96	19	0	10	32
DISTRICT OF COLUMBIA	332	31	1	223	60	3	0	7
FLORIDA	1,053	164	11	479	240	0	69	39
GEORGIA	297	25	1	170	22	0	55	2
HAWAII	57	5	0	15	6	14	6	3
IDAHO	25	2	0	3	0	7	11	0
ILLINOIS	4,375	368	16	2,266	1,270	0	128	181
INDIANA	1,156	53	5	822	40	120	33	24
IOWA	38	0	0	0	7	1	16	0
KANSAS	173	13	2	32	36	62	22	1
KENTUCKY	186	6	0	80	7	37	33	1
LOUISIANA	503	1[illegible]	5	299	26	56	47	24
MAINE	117	3	0	37	39	32	2	1
MARYLAND	488	113	4	108	74	108	29	1
MASSACHUSETTS	1,676	804	80	369	217	99	24	13
MICHIGAN	2,503	37	4	1,641	196	371	46	19
MINNESOTA	57	13	0	12	13	0	14	0
MISSISSIPPI	146	0	4	75	0	15	24	9
MISSOURI	397	0	0	363	0	0	19	0
MONTANA	20	5	0	0	2	4	8	0
NEBRASKA	41	3	0	12	7	1	7	0
NEVADA	2	2	0	0	0	0	0	0
NEW HAMPSHIRE	155	21	6	61	11	29	11	3
NEW JERSEY	1,013	176	1	235	233	268	30	13
NEW MEXICO	46	0	0	2	0	18	21	0
NEW YORK	1,349	167	6	372	201	225	234	54
NORTH CAROLINA	316	28	15	95	31	77	61	0
NORTH DAKOTA	24	0	0	13	0	0	0	1
OHIO	1,509	0	0	212	6	1,241	23	0
OKLAHOMA	133	0	0	30	2	76	19	1
OREGON	813	59	3	460	60	0	88	25
PENNSYLVANIA	1,521	88	8	654	291	100	52	122
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	166	25	0	22	100	0	15	1
SOUTH CAROLINA	127	3	0	63	0	31	17	0
SOUTH DAKOTA	117	1	0	68	5	30	1	4
TENNESSEE	162	5	1	97	21	6	28	0
TEXAS	877	32	1	367	16	102	286	4
UTAH	85	5	0	23	11	25	12	0
VERMONT	130	7	4	81	14	17	1	1
VIRGINIA	145	4	0	57	17	18	18	0
WASHINGTON	255	1	0	105	37	76	18	2
WEST VIRGINIA	88	8	0	38	3	0	11	2
WISCONSIN	180	23	1	45	32	78	1	0
WYOMING	11	4	0	0	2	0	4	0
AMERICAN SAMOA	6	0	0	4	0	1	0	0
GUAM	19	1	0	6	2	8	1	0
NORTHERN MARIANAS	8	3	0	0	0	3	2	0
PALAU	2	0	0	1	0	0	0	0
VIRGIN ISLANDS	26	0	0	10	4	10	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	26,099	3,195	293	10,890	4,010	3,645	1,813	603
50 STATES, D.C. & P.R.	26,038	3,191	293	10,869	4,004	3,623	1,810	603

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18OCT93

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0	20	15	8	0
ALASKA	1	0	0	0	1
ARIZONA	0	20	0	0	0
ARKANSAS	0	15	0	0	0
CALIFORNIA	16	5	0	4	0
COLORADO	0	3	0	7	2
CONNECTICUT	2	38	1	2	0
DELAWARE	0	8	14	4	0
DISTRICT OF COLUMBIA	5	0	0	2	0
FLORIDA	0	21	27	3	0
GEORGIA	0	16	1	5	0
HAWAII	2	1	4	1	0
IDAHO	0	1	0	1	0
ILLINOIS	57	54	18	16	1
INDIANA	6	13	26	9	5
IOWA	0	14	0	0	0
KANSAS	2	2	0	0	1
KENTUCKY	0	18	1	1	2
LOUISIANA	4	17	10	3	0
MAINE	0	2	0	0	1
MARYLAND	10	31	0	10	0
MASSACHUSETTS	28	10	19	0	13
MICHIGAN	0	15	174	0	0
MINNESOTA	0	5	0	0	0
MISSISSIPPI	0	15	0	4	0
MISSOURI	0	15	0	0	0
MONTANA	0	1	0	0	0
NEBRASKA	0	10	0	1	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	6	7	0	0	0
NEW JERSEY	0	13	19	24	1
NEW MEXICO	0	0	0	5	0
NEW YORK	3	49	38	0	0
NORTH CAROLINA	1	6	0	2	0
NORTH DAKOTA	1	1	0	8	0
OHIO	0	27	0	0	0
OKLAHOMA	1	4	0	0	0
OREGON	13	39	63	0	3
PENNSYLVANIA	0	62	9	0	135
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	1	0	2	0
SOUTH CAROLINA	0	12	0	1	0
SOUTH DAKOTA	0	3	5	0	0
TENNESSEE	2	0	2	0	0
TEXAS	9	38	11	10	1
UTAH	1	5	2	1	0
VERMONT	4	0	1	0	0
VIRGINIA	0	27	4	0	0
WASHINGTON	5	5	1	4	1
WEST VIRGINIA	1	19	0	6	0
WISCONSIN	0	0	0	0	0
WYOMING	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	1
GUAM	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	2	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	181	689	467	145	168
50 STATES, D.C. & P.R.	181	688	465	144	167

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	1,026	39	1	110	361	63	257	0
ALASKA	2,584	1,568	528	128	117	140	42	12
ARIZONA	899	21	12	114	59	138	421	13
ARKANSAS	2,021	79	87	1,034	3	357	221	69
CALIFORNIA	3,172	745	178	731	438	221	814	3
COLORADO	3,076	461	189	583	440	1,016	162	124
CONNECTICUT	3,564	1,421	40	199	1,032	289	87	8
DELAWARE	2,527	808	6	764	414	0	98	239
DISTRICT OF COLUMBIA	4.395	2,144	192	1,073	761	20	8	67
FLORIDA	5,840	403	201	2,973	662	0	529	699
GEORGIA	1,962	79	43	765	516	0	353	23
HAWAII	330	36	2	65	53	59	42	50
IDAHO	259	23	1	45	10	51	99	1
ILLINOIS	43,981	12,203	1,096	11,642	14,096	0	1,820	1,722
INDIANA	5,745	385	307	3,273	285	396	413	203
IOWA	440	21	0	12	199	12	136	0
KANSAS	1,992	210	159	416	557	302	191	51
KENTUCKY	1,710	138	85	470	294	223	288	44
LOUISIANA	2,477	180	45	969	326	307	288	192
MAINE	953	50	15	128	506	181	43	10
MARYLAND	1,530	230	9	149	402	216	304	3
MASSACHUSETTS	11,714	7,073	1.614	1,288	1,064	250	116	71
MICHIGAN	11,278	209	38	5,618	2,293	1,912	178	96
MINNESOTA	408	41	0	19	115	0	171	1
MISSISSIPPI	649	3	92	170	1	78	170	58
MISSOURI	1,773	0	0	1,527	27	0	151	0
MONTANA	128	21	0	1	16	10	61	0
NEBRASKA	204	38	16	27	39	3	49	0
NEVADA	27	16	0	0	10	0	0	1
NEW HAMPSHIRE	905	78	53	145	105	182	178	16
NEW JERSEY	3 423	386	6	959	607	729	199	76
NEW MEXICO	199	0	0	2	51	39	97	0
NEW YORK	13,837	2,711	1,978	2,168	2,015	1,988	1,559	655
NORTH CAROLINA	1,551	96	22	279	321	282	467	0
NORTH DAKOTA	484	26	57	234	11	0	14	41
OHIO	5,074	0	0	480	16	4,328	135	0
OKLAHOMA	578	17	0	60	71	202	153	5
OREGON	7,782	592	511	2,335	1,150	0	1,310	561
PENNSYLVANIA	14,071	1,917	1,270	4,427	2,893	488	691	868
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	685	183	4	96	233	24	109	16
SOUTH CAROLINA	557	18	1	154	16	140	149	0
SOUTH DAKOTA	380	3	2	86	91	81	51	29
TENNESSEE	777	41	10	251	217	38	206	0
TEXAS	6,149	318	53	1,080	300	325	3,518	115
UTAH	937	39	23	202	86	123	287	34
VERMONT	1,285	211	277	459	145	64	32	37
VIRGINIA	1,136	35	4	125	139	57	151	1
WASHINGTON	2,103	83	40	552	165	570	219	124
WEST VIRGINIA	490	46	15	151	51	0	96	26
WISCONSIN	1,797	110	117	179	276	1,038	3	47
WYOMING	75	28	1	0	32	0	13	0
AMERICAN SAMOA	36	0	0	22	1	7	0	0
GUAM	164	24	9	48	14	26	25	2
NORTHERN MARIANAS	155	80	12	18	2	28	9	4
PALAU	174	127	13	7	4	2	5	6
VIRGIN ISLANDS	89	0	2	32	15	31	1	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	181,557	35,814	9,436	48,844	34,123	17,036	17,189	6,423
50 STATES, D.C. & P.R.	180,939	35,583	9,400	48,717	34,087	16,942	17,149	6,411

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0	127	58	9	1
ALASKA	33	8	5	0	3
ARIZONA	3	114	4	0	0
ARKANSAS	31	119	13	8	0
CALIFORNIA	16	14	0	12	0
COLORADO	0	59	2	36	4
CONNECTICUT	22	437	7	18	4
DELAWARE	0	70	103	25	0
DISTRICT OF COLUMBIA	74	20	23	13	0
FLORIDA	0	198	167	8	0
GEORGIA	13	124	25	21	0
HAWAII	9	5	7	2	0
IDAHO	0	25	2	2	0
ILLINOIS	601	424	317	56	4
INDIANA	26	205	192	50	10
IOWA	1	54	0	5	0
KANSAS	49	32	4	2	19
KENTUCKY	19	141	2	4	2
LOUISIANA	43	69	49	9	0
MAINE	3	4	9	3	1
MARYLAND	18	166	0	32	1
MASSACHUSETTS	103	51	53	0	31
MICHIGAN	0	42	892	0	0
MINNESOTA	0	56	1	4	0
MISSISSIPPI	0	70	0	7	0
MISSOURI	0	68	0	0	0
MONTANA	0	15	0	4	0
NEBRASKA	8	23	0	1	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	48	97	0	3	0
NEW JERSEY	3	297	42	115	4
NEW MEXICO	0	0	0	10	0
NEW YORK	209	277	277	0	0
NORTH CAROLINA	2	66	0	16	0
NORTH DAKOTA	28	18	6	48	1
OHIO	0	114	0	1	0
OKLAHOMA	1	61	6	2	0
OREGON	220	453	635	8	7
PENNSYLVANIA	14	371	249	1	882
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	9	8	0	2	1
SOUTH CAROLINA	0	64	0	15	0
SOUTH DAKOTA	4	14	11	4	4
TENNESSEE	9	0	4	1	0
TEXAS	104	252	51	30	3
UTAH	18	83	15	20	7
VERMONT	48	4	6	1	1
VIRGINIA	1	605	15	2	1
WASHINGTON	260	55	18	12	5
WEST VIRGINIA	1	72	11	21	0
WISCONSIN	15	10	2	0	0
WYOMING	1	0	0	0	0
AMERICAN SAMOA	0	2	0	3	1
GUAM	1	12	0	3	0
NORTHERN MARIANAS	0	1	1	0	0
PALAU	4	5	0	1	0
VIRGIN ISLANDS	0	1	5	2	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,072	5,682	3,289	652	997
50 STATES, D.C. & P.R.	2,067	5,661	3,283	643	996

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

305

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TABLE AA10

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY AND AGE

DURING THE 1992-93 SCHOOL YEAR

DISABILITY	UNDER 1 YEAR OLD	1 YEAR OLD	2 YEARS OLD	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	.	.	.	1,545	1,900	2,294
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	.	.	.	1,559	1,337	1,131
MENTAL RETARDATION	.	.	.	.	.	.	2,507	2,768	2,925
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	.	.	.	581	853	1,211
MULTIPLE DISABILITIES	.	.	.	.	.	.	992	990	1,102
HEARING IMPAIRMENTS	.	.	.	.	.	.	1,032	1,079	1,134
ORTHOPEDIC IMPAIRMENTS	.	.	.	.	.	.	595	595	588
OTHER HEALTH IMPAIRMENTS	.	.	.	.	.	.	205	195	175
VISUAL IMPAIRMENTS	.	.	.	.	.	.	352	364	421
AUTISM	.	.	.	.	.	.	311	323	289
DEAF-BLINDNESS	.	.	.	.	.	.	41	39	32
TRAUMATIC BRAIN INJURY	.	.	.	.	.	.	42	49	56
ALL DISABILITIES	12,817	25.603	38,029	6,208	6.159	6,004	9,762	10,492	11,358

DISABILITY	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD
SPECIFIC LEARNING DISABILITIES	2,883	3,013	3,392	3,167	3,153	3,007	3,002	2,813	2,450
SPEECH OR LANGUAGE IMPAIRMENTS	1,454	1,116	861	483	322	256	237	212	175
MENTAL RETARDATION	3,362	3,445	3,405	3,363	3,188	3,248	3,312	3,304	3,127
SERIOUS EMOTIONAL DISTURBANCE	1,615	1,774	2,197	2,666	3,177	3,800	4,437	4,325	3,477
MULTIPLE DISABILITIES	1,440	1,254	1,195	1,174	1,146	1,055	1,045	992	1,006
HEARING IMPAIRMENTS	1,271	1.255	1,364	1,468	1,339	1,392	1,438	1,291	1,313
ORTHOPEDIC IMPAIRMENTS	651	610	519	482	423	411	315	325	306
OTHER HEALTH IMPAIRMENTS	228	207	175	150	144	118	111	87	96
VISUAL IMPAIRMENTS	441	419	379	439	461	425	434	455	403
AUTISM	309	260	265	224	205	182	156	147	151
DEAF-BLINDNESS	37	45	44	60	54	27	43	46	39
TRAUMATIC BRAIN INJURY	63	70	65	64	66	79	93	88	94
ALL DISABILITIES	13,754	13.468	13,861	13,740	13,678	14,000	14,623	14,085	12,637

DISABILITY	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD
SPECIFIC LEARNING DISABILITIES	1,537	748	512	398
SPEECH OR LANGUAGE IMPAIRMENTS	107	96	52	38
MENTAL RETARDATION	3,238	2,921	2,955	1,776
SERIOUS EMOTIONAL DISTURBANCE	1,880	1,010	752	368
MULTIPLE DISABILITIES	1,030	957	917	741
HEARING IMPAIRMENTS	990	515	233	75
ORTHOPEDIC IMPAIRMENTS	222	178	148	55
OTHER HEALTH IMPAIRMENTS	72	47	37	25
VISUAL IMPAIRMENTS	279	199	168	43
AUTISM	153	114	128	72
DEAF-BLINDNESS	56	40	34	15
TRAUMATIC BRAIN INJURY	69	49	34	16
ALL DISABILITIES	9,633	6,874	5,970	3,622

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CNTL(C4XXNX1A)
18OCT93

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TABLE AA11

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY AGE

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	UNDER 1 YEAR OLD	1 YEAR OLD	2 YEARS OLD	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	83	235	348	69	71	29	25	25	27
ALASKA	83	165	310	48	109	123	193	269	274
ARIZONA	141	299	378	9	0	25	60	54	76
ARKANSAS	72	255	372	356	331	180	99	178	153
CALIFORNIA	108	340	430	85	59	50	63	55	72
COLORADO	95	281	446	38	4	10	163	195	285
CONNECTICUT	109	273	451	71	85	84	98	117	116
DELAWARE	0	4	6	18	0	0	110	158	180
DISTRICT OF COLUMBIA	10	52	100	34	59	103	149	230	332
FLORIDA	290	750	987	469	330	364	450	465	399
GEORGIA	28	62	114	79	102	67	91	105	113
HAWAII	140	234	306	8	9	10	13	10	9
IDAHO	98	226	314	142	100	49	21	18	17
ILLINOIS	577	1,671	2,330	553	153	152	2,414	2,583	2,853
INDIANA	462	943	1,274	11	16	45	453	414	433
IOWA	78	323	513	10	4	6	9	12	21
KANSAS	93	221	393	95	71	54	146	168	175
KENTUCKY	154	310	485	7	7	7	32	61	120
LOUISIANA	294	673	901	31	52	50	123	146	143
MAINE	0	0	0	13	17	19	27	21	27
MARYLAND	667	858	1,582	18	11	22	27	37	27
MASSACHUSETTS	1,441	2,148	2,895	893	1,148	796	840	799	821
MICHIGAN	294	875	1,742	310	283	409	483	513	591
MINNESOTA	359	734	1,260	1	3	3	8	11	8
MISSISSIPPI	9	36	45	28	44	33	27	45	38
MISSOURI	370	475	559	0	3	40	68	99	105
MONTANA	61	119	150	2	2	5	1	4	6
NEBRASKA	77	219	371	0	1	4	2	3	4
NEVADA	116	266	263	0	0	0	0	0	0
NEW HAMPSHIRE	92	222	330	178	89	85	54	57	56
NEW JERSEY	364	937	1,234	87	114	122	154	149	145
NEW MEXICO	4	19	24	25	11	20	11	8	8
NEW YORK	1,214	1,248	1,268	37	58	94	73	112	226
NORTH CAROLINA	94	314	353	15	21	26	53	49	66
NORTH DAKOTA	33	79	121	56	63	54	69	60	58
OHIO	0	0	0	96	103	107	308	317	258
OKLAHOMA	208	462	546	7	6	13	16	20	23
OREGON	247	544	531	487	655	890	631	662	655
PENNSYLVANIA	1,118	2,013	2,752	682	1,090	1,018	997	1,067	1,222
PUERTO RICO	0	0	0	0	0	0	0	0	0
RHODE ISLAND	62	179	253	9	39	11	31	25	28
SOUTH CAROLINA	206	366	401	104	62	43	13	24	26
SOUTH DAKOTA	31	80	128	6	6	6	16	23	20
TENNESSEE	260	704	992	44	19	15	16	24	31
TEXAS	1,309	2,756	3,717	368	324	369	401	412	393
UTAH	241	448	652	196	88	64	60	65	72
VERMONT	12	29	79	12	21	74	129	122	119
VIRGINIA	131	257	2,354	19	7	17	67	56	76
WASHINGTON	307	669	1,038	297	230	153	200	195	161
WEST VIRGINIA	259	355	470	48	36	43	41	24	22
WISCONSIN	244	726	1,197	2	3	29	198	191	229
WYOMING	58	130	245	0	0	0	1	3	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	8	9	8
NORTHERN MARIANAS	14	9	11	1	8	6	9	14	12
PALAU	0	10	8	5	2	5	5	9	14
VIRGIN ISLANDS	0	0	0	29	30	1	6	0	2
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	12,817	25,603	38,029	6,208	6,159	6,004	9,762	10,492	11,358
50 STATES, D.C. & P.R.	12,803	25,584	38,010	6,173	6,119	5,992	9,734	10,460	11,322

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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TABLE AA11

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY AGE

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD
ALABAMA	44	48	46	55	89	113	152	121	113
ALASKA	282	278	218	226	193	177	134	149	105
ARIZONA	62	62	67	72	74	83	72	61	57
ARKANSAS	153	175	175	167	164	146	143	147	117
CALIFORNIA	67	79	86	120	141	180	258	347	416
COLORADO	248	246	251	232	211	210	220	199	209
CONNECTICUT	102	107	110	102	128	276	643	552	495
DELAWARE	209	188	217	302	241	214	238	144	122
DISTRICT OF COLUMBIA	437	427	522	456	397	367	324	258	164
FLORIDA	438	432	387	377	365	398	377	336	363
GEORGIA	112	118	141	159	163	184	181	166	132
HAWAII	14	14	13	22	30	34	37	42	35
IDAHO	16	13	14	24	17	20	23	25	26
ILLINOIS	3,123	3,496	3,861	3,763	3,939	3,785	3,555	3,429	2,805
INDIANA	423	412	378	410	370	308	348	325	315
IOWA	25	17	12	33	34	33	63	68	75
KANSAS	188	132	142	139	150	139	141	158	141
KENTUCKY	124	131	114	140	126	152	182	180	162
LOUISIANA	149	164	157	161	160	196	188	210	177
MAINE	48	48	62	77	107	95	103	125	96
MARYLAND	40	54	58	69	96	120	198	161	155
MASSACHUSETTS	760	715	752	808	841	915	974	954	859
MICHIGAN	636	676	651	783	853	893	925	947	824
MINNESOTA	12	12	17	23	37	39	57	56	71
MISSISSIPPI	51	40	41	45	49	37	42	44	44
MISSOURI	99	117	110	106	134	133	124	153	128
MONTANA	6	5	9	8	9	14	14	17	15
NEBRASKA	4	8	5	5	24	33	26	28	21
NEVADA	0	0	0	0	0	1	3	9	12
NEW HAMPSHIRE	58	53	51	60	59	50	81	84	87
NEW JERSEY	152	151	165	166	222	206	249	317	334
NEW MEXICO	14	14	18	18	18	10	14	8	12
NEW YORK	2,186	1,585	1,779	1,441	1,181	1,155	1,043	935	772
NORTH CAROLINA	68	96	81	110	116	146	198	137	115
NORTH DAKOTA	49	46	39	54	37	20	11	5	12
OHIO	245	268	258	287	324	311	323	320	346
OKLAHOMA	21	24	29	47	31	54	52	57	71
OREGON	594	585	556	551	564	522	591	554	504
PENNSYLVANIA	1,238	1,207	1,115	1,005	924	972	976	939	888
PUERTO RICO	0	0	0	0	0	0	0	0	0
RHODE ISLAND	48	39	25	21	21	47	86	73	75
SOUTH CAROLINA	19	43	37	39	37	44	50	56	42
SOUTH DAKOTA	27	30	26	25	17	21	18	24	16
TENNESSEE	18	30	38	48	58	88	80	88	96
TEXAS	449	456	457	447	365	472	487	486	447
UTAH	78	89	91	77	58	80	66	75	41
VERMONT	105	94	87	87	76	79	80	89	88
VIRGINIA	76	73	84	80	95	96	101	90	97
WASHINGTON	181	169	159	144	133	108	147	111	140
WEST VIRGINIA	17	19	25	21	36	45	55	56	41
WISCONSIN	185	136	85	74	82	112	96	107	122
WYOMING	0	1	0	2	11	8	13	15	7
AMERICAN SAMOA	5	3	3	1	5	5	2	3	3
GUAM	12	10	7	16	14	13	20	17	11
NORTHERN MARIANAS	11	13	12	12	21	13	17	7	6
PALAU	21	13	13	20	26	24	13	11	3
VIRGIN ISLANDS	5	7	5	3	5	4	9	10	7
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	13,754	13,468	13,861	13,740	13,678	14,000	14,623	14,085	12,637
50 STATES, D.C. & P.R.	13,700	13,422	13,821	13,688	13,607	13,941	14,562	14,037	12,607

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA11

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY AGE

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD
ALABAMA	77	46	34	11
ALASKA	61	19	4	2
ARIZONA	44	30	15	10
ARKANSAS	100	63	41	0
CALIFORNIA	410	356	283	239
COLORADO	130	105	81	91
CONNECTICUT	326	162	183	47
DELAWARE	87	51	54	12
DISTRICT OF COLUMBIA	117	98	64	53
FLORIDA	356	285	230	182
GEORGIA	88	86	67	56
HAWAII	38	11	7	1
IDAHO	21	3	1	0
ILLINOIS	2,060	1,188	897	230
INDIANA	287	282	297	290
IOWA	24	9	4	1
KANSAS	86	51	26	10
KENTUCKY	75	23	62	26
LOUISIANA	163	128	103	109
MAINE	60	41	14	2
MARYLAND	164	134	136	54
MASSACHUSETTS	627	372	354	323
MICHIGAN	719	619	612	553
MINNESOTA	28	10	18	1
MISSISSIPPI	45	41	47	13
MISSOURI	133	119	115	30
MONTANA	11	5	2	2
NEBRASKA	15	10	10	6
NEVADA	2	0	0	0
NEW HAMPSHIRE	69	50	36	0
NEW JERSEY	337	256	267	153
NEW MEXICO	19	15	8	4
NEW YORK	545	423	307	74
NORTH CAROLINA	121	88	70	37
NORTH DAKOTA	11	4	5	4
OHIO	339	352	374	444
OKLAHOMA	44	28	31	30
OREGON	358	223	175	57
PENNSYLVANIA	624	445	358	94
PUERTO RICO	0	0	0	0
RHODE ISLAND	51	52	59	4
SOUTH CAROLINA	44	33	41	9
SOUTH DAKOTA	29	34	35	19
TENNESSEE	52	49	25	36
TEXAS	284	226	181	186
UTAH	32	14	17	22
VERMONT	48	37	23	22
VIRGINIA	44	38	33	30
WASHINGTON	96	69	76	14
WEST VIRGINIA	37	17	26	8
WISCONSIN	64	54	48	14
WYOMING	8	1	2	0
AMERICAN SAMOA	3	3	0	0
GUAM	7	6	4	2
NORTHERN MARIANAS	6	2	0	0
PALAU	1	0	0	1
VIRGIN ISLANDS	6	8	8	4
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	9,633	6,874	5,970	3,622
50 STATES, D.C. & P.R.	9,610	6,855	5,958	3,615

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
18OCT93

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TABLE AA12

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE GROUP

DURING THE 1992-93 SCHOOL YEAR

STATE	AGE GROUP 3-21	3-5	6-11	12-17	6-17	18-21
ALABAMA	95,502	7,698	42,955	39,734	82,689	5,115
ALASKA	13,936	1,490	7,036	4,877	11,913	533
ARIZONA	63,629	5,941	31,264	23,611	54,875	2,813
ARKANSAS	48,082	4,860	19,956	21,124	41,080	2,142
CALIFORNIA	509,513	46,627	257,003	187,584	444,587	18,299
COLORADO	59,602	5,356	28,102	23,907	52,009	2,237
CONNECTICUT	64,116	5,864	29,257	26,143	55,400	2,852
DELAWARE	11,617	1,764	5,892	3,632	9,524	329
DISTRICT OF COLUMBIA	2,300	254	752	1,085	1,837	209
FLORIDA	254,562	17,275	133,842	94,675	228,517	8,770
GEORGIA	113,479	9,957	57,945	41,405	99,350	4,172
HAWAII	13,540	900	6,683	5,579	12,262	378
IDAHO	22,104	2,571	11,512	7,332	18,844	689
ILLINOIS	201,538	23,116	99,674	72,369	172,043	6,379
INDIANA	115,684	8,891	58,985	43,035	102,020	4,773
IOWA	61,178	5,443	27,158	25,680	52,838	2,897
KANSAS	45,954	4,589	22,988	16,689	39,677	1,688
KENTUCKY	79,003	12,632	35,972	27,411	63,383	2,988
LOUISIANA	77,822	7,946	34,479	31,625	66,104	3,772
MAINE	28,003	2,628	13,170	10,996	24,166	1,209
MARYLAND	90,234	7,727	44,338	34,902	79,240	3,267
MASSACHUSETTS	136,804	10,278	62,646	57,822	120,468	6,058
MICHIGAN	161,670	15,014	75,727	63,962	139,689	6,967
MINNESOTA	83,572	9,633	37,545	33,381	70,926	3,013
MISSISSIPPI	62,124	5,018	28,967	25,266	54,233	2,873
MISSOURI	105,979	6,148	50,164	45,022	95,186	4,645
MONTANA	18,379	1,863	9,120	6,671	15,791	725
NEBRASKA	36,109	2,953	18,402	13,185	31,587	1,569
NEVADA	22,402	2,310	11,372	7,974	19,346	746
NEW HAMPSHIRE	20,422	1,374	9,050	8,991	18,041	1,007
NEW JERSEY	182,297	14,978	89,900	69,717	159,617	7,702
NEW MEXICO	40,624	3,067	18,863	17,124	35,987	1,570
NEW YORK	318,295	32,459	126,214	139,934	266,148	19,688
NORTH CAROLINA	130,487	12,704	66,529	46,802	113,331	4,452
NORTH DAKOTA	11,942	981	5,705	4,659	10,364	597
OHIO	211,365	15,608	103,988	82,144	186,132	9,625
OKLAHOMA	69,783	5,510	34,111	27,312	61,423	2,850
OREGON	53,318	4,900	26,725	20,148	46,873	1,545
PENNSYLVANIA	186,834	15,627	86,142	76,440	162,582	8,625
PUERTO RICO	34,402	5,492	10,399	15,635	26,034	2,876
RHODE ISLAND	21,222	1,877	9,909	8,508	18,417	928
SOUTH CAROLINA	78,974	8,556	40,071	27,334	67,405	3,013
SOUTH DAKOTA	14,899	2,260	7,446	4,695	12,141	498
TENNESSEE	112,421	9,110	53,159	44,738	97,897	5,414
TEXAS	375,121	26,416	176,195	153,122	329,317	19,388
UTAH	49,369	3,842	26,298	17,806	44,104	1,423
VERMONT	8,940	909	3,898	3,784	7,682	349
VIRGINIA	124,046	11,252	59,286	48,081	107,367	5,427
WASHINGTON	91,537	10,631	44,723	32,402	77,125	3,781
WEST VIRGINIA	43,644	3,587	19,757	17,987	37,744	2,313
WISCONSIN	93,628	12,174	40,805	36,515	77,320	4,134
WYOMING	11,720	1,384	5,588	4,243	9,831	505
AMERICAN SAMOA	368	34	168	159	327	7
GUAM	1,457	167	602	592	1,194	96
NORTHERN MARIANAS	170	15	71	76	147	8
PALAU	186	12	75	97	172	2
VIRGIN ISLANDS	1,379	76	501	641	1,142	161
BUR. OF INDIAN AFFAIRS	6,578	0	3,451	2,758	6,209	369
U.S. AND OUTLYING AREAS	4,893,865	441,748	2,332,535	1,909,122	4,241,657	210,460
50 STATES, D.C. & P.R.	4,883,727	441,444	2,327,667	1,904,799	4,232,466	209,817

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

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TABLE AA13

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	42,955	13,926	16,749	8,236	2,098	618	346	264
ALASKA	7,036	3,777	2,398	168	201	175	89	46
ARIZONA	31,264	15,700	10,465	2,163	1,261	538	389	359
ARKANSAS	19,956	9,590	6,175	3,246	106	235	156	52
CALIFORNIA	257,003	133,572	88,941	11,088	4,395	2,339	3,673	4,377
COLORADO	28,102	14,906	6,830	774	2,968	1,493	374	612
CONNECTICUT	29,257	14,575	8,822	1,214	3,076	573	322	175
DELAWARE	5,892	3,826	1,394	397	183	0	40	25
DISTRICT OF COLUMBIA	752	470	256	7	5	2	2	4
FLORIDA	133,842	49,507	58,718	10,667	11,522	0	476	1,716
GEORGIA	57,945	15,689	21,186	9,566	9,725	0	456	399
HAWAII	6,683	3,317	1,864	614	448	64	125	66
IDAHO	11,512	6,277	3,308	1,183	129	168	126	91
ILLINOIS	99,674	41,933	47,146	4,806	4,054	0	521	533
INDIANA	58,985	16,874	32,312	6,349	2,016	182	445	314
IOWA	27,158	10,804	7,955	4,741	2,458	241	319	529
KANSAS	22,988	8,124	9,786	2,050	1,447	606	212	226
KENTUCKY	35,972	8,239	18,834	6,412	1,175	481	239	214
LOUISIANA	34,479	10,692	15,079	4,216	1,645	265	489	526
MAINE	13,170	5,153	5,067	495	1,392	551	120	95
MARYLAND	44,338	17,827	18,653	2,294	1,710	1,990	456	349
MASSACHUSETTS	62,646	35,818	14,978	4,906	3,952	865	552	450
MICHIGAN	75,727	30,192	30,182	5,658	5,275	92	1,157	2,634
MINNESOTA	37,545	14,614	11,579	4,170	4,725	0	696	697
MISSISSIPPI	28,967	9,687	16,190	2,113	80	123	181	528
MISSOURI	50,164	20,845	20,151	4,123	3,210	332	450	372
MONTANA	9,120	4,462	3,423	507	222	154	96	52
NEBRASKA	18,402	6,758	7,243	2,103	1,029	223	281	284
NEVADA	11,372	6,102	3,737	574	399	160	122	42
NEW HAMPSHIRE	9,050	4,575	3,047	275	528	60	14	94
NEW JERSEY	89,900	36,674	43,550	1,182	2,911	4,301	501	265
NEW MEXICO	18,863	7,861	7,683	736	1,379	441	170	275
NEW YORK	126,214	70,340	24,924	5,569	13,760	5,591	1,337	1,172
NORTH CAROLINA	66,529	26,871	23,223	8,919	3,772	537	681	505
NORTH DAKOTA	5,705	2,262	2,857	311	118	0	39	31
OHIO	103,988	29,901	47,158	17,637	3,286	2,970	1,022	1,101
OKLAHOMA	34,111	13,636	13,542	4,741	660	705	282	199
OREGON	26,725	13,455	11,133	686	820	0	34	182
PENNSYLVANIA	86,142	30,223	39,682	8,922	4,485	277	981	539
PUERTO RICO	10,399	3,465	1,334	3,760	303	453	327	165
RHODE ISLAND	9,909	5,435	3,221	369	493	76	29	89
SOUTH CAROLINA	40,071	14,192	17,016	5,625	1,918	144	432	409
SOUTH DAKOTA	7,446	2,906	3,313	556	156	225	84	78
TENNESSEE	53,159	22,621	21,630	4,460	898	700	492	525
TEXAS	176,195	88,145	57,721	9,000	9,845	1,291	686	2,263
UTAH	26,298	13,840	6,762	1,331	3,158	542	187	103
VERMONT	3,898	1,851	1,251	355	252	15	44	37
VIRGINIA	59,286	24,856	22,529	4,811	3,234	1,860	536	461
WASHINGTON	44,723	17,869	14,419	3,084	1,946	963	1,175	653
WEST VIRGINIA	19,757	5,986	10,140	2,581	561	0	152	150
WISCONSIN	40,805	9,697	13,899	1,102	3,610	11,701	128	318
WYOMING	5,588	2,392	2,373	252	202	0	70	98
AMERICAN SAMOA	168	77	40	29	12	3	6	0
GUAM	602	337	184	37	0	9	5	11
NORTHERN MARIANAS	71	31	11	9	2	11	2	3
PALAU	75	49	8	2	4	1	2	5
VIRGIN ISLANDS	501	192	95	166	9	17	6	1
BUR. OF INDIAN AFFAIRS	3,451	1,650	1,264	165	173	97	31	10
U.S. AND OUTLYING AREAS	2,332,535	984,645	883,430	191,512	129,401	45,460	22,365	25,773
50 STATES, D.C. & P.R.	2,327,667	982,309	881,828	191,104	129,201	45,322	22,313	25,743

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

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TABLE AA13

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	513	132	45	1	27
ALASKA	131	21	7	21	2
ARIZONA	129	141	112	0	7
ARKANSAS	327	38	19	0	12
CALIFORNIA	6,068	1,526	899	46	79
COLORADO	0	112	8	12	13
CONNECTICUT	386	10	93	2	9
DELAWARE	0	15	10	2	0
DISTRICT OF COLUMBIA	5	1	0	0	0
FLORIDA	492	400	338	6	0
GEORGIA	561	169	147	4	43
HAWAII	124	26	32	0	3
IDAHO	161	31	21	8	9
ILLINOIS	325	350	0	3	3
INDIANA	109	167	173	8	36
IOWA	0	63	34	8	6
KANSAS	376	76	46	4	35
KENTUCKY	189	148	31	2	8
LOUISIANA	1,129	184	248	2	4
MAINE	195	55	30	1	16
MARYLAND	855	161	22	9	12
MASSACHUSETTS	489	275	275	11	75
MICHIGAN	0	356	181	0	[illegible]
MINNESOTA	690	150	193	10	21
MISSISSIPPI	0	59	0	6	0
MISSOURI	272	146	201	36	26
MONTANA	126	43	13	11	11
NEBRASKA	380	96	3	2	0
NEVADA	186	41	4	0	5
NEW HAMPSHIRE	452	5	0	0	0
NEW JERSEY	176	35	286	0	19
NEW MEXICO	235	69	5	0	9
NEW YORK	2,098	497	896	16	14
NORTH CAROLINA	1,276	264	468	2	11
NORTH DAKOTA	59	20	5	2	1
OHIO	487	398	17	3	8
OKLAHOMA	164	130	25	18	9
OREGON	377	6	19	2	11
PENNSYLVANIA	59	520	258	2	194
PUERTO RICO	259	179	140	5	9
RHODE ISLAND	153	27	10	1	6
SOUTH CAROLINA	97	154	74	3	7
SOUTH DAKOTA	59	33	21	4	11
TENNESSEE	1,256	369	173	5	30
TEXAS	5,599	797	802	22	24
UTAH	192	68	44	7	64
VERMONT	79	11	1	0	2
VIRGINIA	605	25	353	0	16
WASHINGTON	3,977	144	292	4	197
WEST VIRGINIA	51	57	66	0	13
WISCONSIN	224	113	4	4	5
WYOMING	167	20	10	0	4
AMERICAN SAMOA	1	0	0	0	0
GUAM	16	2	0	0	1
NORTHERN MARIANAS	0	1	1	0	0
PALAU	2	1	0	1	0
VIRGIN ISLANDS	3	3	3	6	0
BUR. OF INDIAN AFFAIRS	37	7	10	1	6
U.S. AND OUTLYING AREAS	32,378	8,947	7,168	323	1,133
50 STATES, D.C. & P.R.	32,319	8,933	7,154	315	1,126

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DATA AS OF OCTOBER 1, 1993.

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TABLE AA14

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	39,734	20,492	1,000	13,955	2,848	384	331	176
ALASKA	4,877	3,685	273	181	409	169	48	23
ARIZONA	23,611	17,233	836	2,250	2,053	410	311	219
ARKANSAS	21,124	14,742	499	5,082	186	154	124	35
CALIFORNIA	187,584	140,461	13,454	10,414	8,945	2,059	2,796	3,216
COLORADO	23,907	15,082	1,338	1,073	4,710	967	279	316
CONNECTICUT	26,143	15,634	1,341	1,632	6,414	379	256	64
DELAWARE	3,632	2,903	111	231	313	0	35	28
DISTRICT OF COLUMBIA	1,085	963	38	27	30	1	8	3
FLORIDA	94,675	56,992	8,275	11,260	14,914	0	323	1,312
GEORGIA	41,405	17,119	1,717	11,248	10,025	0	365	232
HAWAII	5,579	3,821	185	599	647	44	106	42
IDAHO	7,332	5,184	256	1,211	232	95	68	60
ILLINOIS	72,369	52,050	4,468	6,389	7,714	0	499	351
INDIANA	43,035	27,655	2,232	8,117	3,975	137	378	176
IOWA	25,680	14,416	663	5,115	4,538	214	279	344
KANSAS	16,689	10,023	618	2,351	2,391	599	162	109
KENTUCKY	27,411	13,787	1,211	3,345	2,000	382	214	151
LOUISIANA	[illegible]1,625	19,478	2,082	5,057	2,810	234	455	365
MAINE	10,996	6,332	1,008	816	2,057	399	102	45
MARYLAND	34,902	23,211	3,938	2,189	2,964	1,439	352	165
MASSACHUSETTS	57,822	38,727	4,469	5,961	5,967	936	550	273
MICHIGAN	63,962	41,980	3,189	5,798	9,563	38	1,058	1,898
MINNESOTA	33,381	17,037	1,604	4,360	8,661	0	536	441
MISSISSIPPI	25,266	18,879	1,303	4,159	144	118	178	406
MISSOURI	45,022	29,825	2,815	5,495	5,482	220	383	250
MONTANA	6,671	4,693	321	550	634	121	80	39
NEBRASKA	13,185	7,592	1,109	1,908	1,588	162	227	206
NEVADA	7,974	5,952	264	517	680	127	72	22
NEW HAMPSHIRE	8,991	6,202	919	346	1,117	40	24	38
NEW JERSEY	69,717	49,956	4,217	1,862	9,504	3,018	460	204
NEW MEXICO	17,124	9,917	3,422	922	1,979	236	152	240
NEW YORK	139,934	95,889	4,301	7,424	24,637	3,547	1,194	472
NORTH CAROLINA	46,802	27,162	1,620	9,679	5,416	354	657	332
NORTH DAKOTA	4,659	3,127	495	551	345	0	43	27
OHIO	82,144	43,669	4,048	22,478	5,979	2,378	943	887
OKLAHOMA	27,312	18,217	979	5,931	1,162	421	247	95
OREGON	20,148	15,252	1,916	700	1,568	0	48	175
PENNSYLVANIA	76,440	48,596	3,465	12,889	9,227	170	946	446
PUERTO RICO	15,635	6,196	320	7,374	323	382	316	172
RHODE ISLAND	8,508	6,440	464	407	874	31	23	50
SOUTH CAROLINA	27,[illegible]34	15,673	922	6,811	2,988	81	325	281
SOUTH DAKOTA	4,[illegible]95	3,255	214	633	291	118	64	46
TENNESSEE	44,738	30,843	2,621	6,317	1,574	649	490	421
TEXAS	153,122	109,877	5,128	9,951	18,168	1,058	594	1,538
UTAH	17,806	11,218	742	1,344	3,333	487	152	75
VERMONT	3,784	2,379	331	409	486	13	58	19
VIRGINIA	48,081	32,146	2,143	5,983	6,125	384	452	225
WASHINGTON	32,402	20,225	999	2,951	2,913	837	717	355
WEST VIRGINIA	17,987	11,420	826	3,973	1,403	0	126	99
WISCONSIN	36,515	16,021	1,754	2,446	7,786	7,850	149	202
WYOMING	4,243	2,858	415	258	434	0	59	51
AMERICAN SAMOA	159	78	32	28	14	0	6	0
GUAM	592	495	11	55	5	6	0	8
NORTHERN MARIANAS	76	46	1	9	0	14	5	1
PALAU	97	78	5	4	0	1	3	1
VIRGIN ISLANDS	641	234	15	334	21	10	15	4
BUR. OF INDIAN AFFAIRS	2,758	1,773	437	163	248	60	11	7
U.S. AND OUTLYING AREAS	1,909,122	1,235,190	103,379	239,522	220,814	31,933	18,854	17,438
50 STATES, D.C. & P.R.	1,904,799	1,232,486	102,878	238,929	220,526	31,842	18,814	17,417

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

TABLE AA14

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	358	[illegible]	18	3	26
ALASKA	69	11	1	0	8
ARIZONA	[illegible]	112	67	0	8
ARKANSAS	245	32	10	0	15
CALIFORNIA	4,300	1,301	502	47	89
COLORADO	0	104	6	12	20
CONNECTICUT	343	16	47	2	15
DELAWARE	0	7	4	0	0
DISTRICT OF COLUMBIA	2	13	0	0	0
FLORIDA	1,100	314	181	4	0
GEORGIA	409	154	89	1	46
HAWAII	90	25	14	3	3
IDAHO	162	36	14	1	13
ILLINOIS	574	314	5	3	2
INDIANA	70	158	86	11	40
IOWA	0	61	29	13	8
KANSAS	291	67	21	4	53
KENTUCKY	138	156	5	1	21
LOUISIANA	854	167	120	2	1
MAINE	173	39	6	2	17
MARYLAND	485	142	6	8	7
MASSACHUSETTS	421	219	150	22	127
MICHIGAN	0	343	95	0	0
MINNESOTA	505	128	83	4	22
MISSISSIPPI	0	78	0	1	0
MISSOURI	240	135	102	34	41
MONTANA	166	27	7	11	22
NEBRASKA	295	97	0	1	0
NEVADA	284	41	1	3	11
NEW HAMPSHIRE	299	6	0	0	0
NEW JERSEY	314	45	118	3	16
NEW MEXICO	153	75	9	1	18
NEW YORK	1,443	463	525	21	18
NORTH CAROLINA	1,069	253	246	3	11
NORTH DAKOTA	41	19	4	2	5
OHIO	1,357	385	4	5	11
OKLAHOMA	146	84	6	13	11
OREGON	452	6	13	0	18
PENNSYLVANIA	30	465	66	1	139
PUERTO RICO	194	230	100	24	4
RHODE ISLAND	169	35	9	2	4
SOUTH CAROLINA	53	142	45	4	9
SOUTH DAKOTA	22	24	12	3	13
TENNESSEE	1,349	342	86	4	42
TEXAS	5,575	715	483	15	20
UTAH	192	86	44	18	115
VERMONT	68	14	3	0	4
VIRGINIA	431	22	147	2	21
WASHINGTON	2,951	112	145	8	189
WEST VIRGINIA	35	65	26	0	14
WISCONSIN	164	116	9	3	15
WYOMING	127	28	2	1	10
AMERICAN SAMOA	0	1	0	0	0
GUAM	8	2	0	1	1
NORTHERN MARIANAS	0	0	0	0	0
PALAU	2	3	0	0	0
VIRGIN ISLANDS	4	2	1	1	0
BUR. OF INDIAN AFFAIRS	28	4	0	23	4
U.S. AND OUTLYING AREAS	28,362	8,184	3,772	347	1,327
50 STATES, D.C. & P.R.	28,320	8,172	3,771	322	1,322

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

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TABLE AA15

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	5,115	2,300	30	2,350	172	135	27	29
ALASKA	533	351	7	64	36	48	11	4
ARIZONA	2,813	1,601	21	745	150	142	34	69
ARKANSAS	2,142	1,432	15	615	6	27	18	6
CALIFORNIA	18,299	9,684	561	4,255	823	873	394	834
COLORADO	2,237	1,185	44	304	386	230	36	34
CONNECTICUT	2,852	1,399	46	527	649	112	31	8
DELAWARE	329	257	1	40	25	0	4	1
DISTRICT OF COLUMBIA	209	160	2	28	13	0	1	0
FLORIDA	8,770	4,533	281	2,510	946	0	48	203
GEORGIA	4,172	1,284	27	2,166	514	0	42	51
HAWAII	378	188	5	106	29	18	6	3
IDAHO	689	381	2	226	8	19	11	10
ILLINOIS	6,379	4,364	139	1,067	622	0	37	54
INDIANA	4,773	2,890	58	1,362	311	27	39	31
IOWA	2,897	1,377	16	941	365	105	40	34
KANSAS	1,688	827	5	500	190	90	9	24
KENTUCKY	2,988	1,309	25	1,391	82	84	28	22
LOUISIANA	3,772	2,055	91	1,097	171	72	53	73
MAINE	1,209	687	43	190	176	63	14	8
MARYLAND	3,267	1,728	160	640	274	336	34	23
MASSACHUSETTS	6,058	2,914	287	1,330	780	356	88	46
MICHIGAN	6,967	4,247	76	1,347	747	19	173	304
MINNESOTA	3,013	1,060	34	1,253	468	0	63	50
MISSISSIPPI	2,873	1,995	56	675	5	28	30	74
MISSOURI	4,645	2,917	103	1,069	353	36	41	38
MONTANA	725	464	13	150	30	25	11	5
NEBRASKA	1,569	694	37	508	182	49	22	31
NEVADA	746	424	11	193	38	41	8	1
NEW HAMPSHIRE	1,007	694	62	85	126	11	5	4
NEW JERSEY	7,702	4,604	213	801	1,140	715	67	50
NEW MEXICO	1,570	760	208	278	153	88	17	39
NEW YORK	19,688	11,881	194	2,946	2,665	1,294	225	63
NORTH CAROLINA	4,452	1,858	34	1,862	272	93	55	51
NORTH DAKOTA	597	334	16	207	21	0	5	6
OHIO	9,625	4,284	82	3,394	438	864	120	146
OKLAHOMA	2,850	1,707	9	842	104	111	30	15
OREGON	1,545	1,072	88	198	103	0	3	22
PENNSYLVANIA	8,625	4,799	99	2,492	823	72	94	169
PUERTO RICO	2,876	585	36	1,801	69	178	84	34
RHODE ISLAND	928	590	11	163	106	13	3	7
SOUTH CAROLINA	3,013	1,219	31	1,437	151	24	37	62
SOUTH DAKOTA	498	311	4	122	16	29	3	4
TENNESSEE	5,414	3,004	160	1,502	118	253	76	84
TEXAS	19,388	12,089	171	3,612	1,608	435	103	316
UTAH	1,423	493	22	364	210	223	12	9
VERMONT	349	165	22	89	47	4	10	1
VIRGINIA	5,427	2,842	69	1,621	543	160	57	41
WASHINGTON	3,781	2,065	21	730	206	242	76	45
WEST VIRGINIA	2,313	1,356	24	739	137	0	16	17
WISCONSIN	4,134	1,698	63	639	657	1,008	16	18
WYOMING	505	271	31	104	37	0	13	10
AMERICAN SAMOA	7	4	0	3	0	0	0	0
GUAM	96	66	0	26	0	1	0	1
NORTHERN MARIANAS	8	3	0	0	0	3	2	0
PALAU	2	0	0	1	0	0	0	0
VIRGIN ISLANDS	161	38	1	99	3	13	2	2
BUR. OF INDIAN AFFAIRS	369	237	42	31	26	17	4	1
U.S. AND OUTLYING AREAS	210,460	113,736	3,909	53,837	18,330	8,786	2,488	3,287
50 STATES, D.C. & P.R.	209,817	113,388	3,866	53,677	18,301	8,752	2,480	3,283

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

TABLE AA15

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	53	11	5	1	2
ALASKA	10	1	0	1	0
ARIZONA	12	18	20	0	1
ARKANSAS	16	3	1	0	3
CALIFORNIA	393	210	204	23	45
COLORADO	0	6	0	6	6
CONNECTICUT	34	3	24	1	18
DELAWARE	0	0	1	0	0
DISTRICT OF COLUMBIA	0	5	0	0	0
FLORIDA	145	37	63	4	0
GEORGIA	33	15	26	2	12
HAWAII	13	0	6	1	3
IDAHO	16	5	4	0	7
ILLINOIS	72	24	0	0	0
INDIANA	7	16	14	3	15
IOWA	0	6	4	8	1
KANSAS	23	4	7	0	9
KENTUCKY	20	20	2	1	4
LOUISIANA	94	23	41	0	2
MAINE	19	0	1	0	8
MARYLAND	53	16	0	1	2
MASSACHUSETTS	103	36	68	4	46
MICHIGAN	0	42	12	0	0
MINNESOTA	46	14	20	0	5
MISSISSIPPI	0	10	0	0	0
MISSOURI	24	19	33	7	5
MONTANA	13	5	0	2	7
NEBRASKA	31	14	1	0	0
NEVADA	21	6	0	1	2
NEW HAMPSHIRE	20	0	0	0	0
NEW JERSEY	53	12	42	1	4
NEW MEXICO	13	9	2	0	3
NEW YORK	126	58	227	0	9
NORTH CAROLINA	123	29	72	1	2
NORTH DAKOTA	6	1	0	0	1
OHIO	243	49	1	0	4
OKLAHOMA	13	12	0	3	4
OREGON	49	3	5	0	2
PENNSYLVANIA	0	32	22	0	23
PUERTO RICO	37	20	26	6	0
RHODE ISLAND	25	7	0	0	3
SOUTH CAROLINA	6	20	22	0	4
SOUTH DAKOTA	3	2	3	1	0
TENNESSEE	131	24	45	0	17
TEXAS	780	95	159	10	10
UTAH	22	5	17	6	40
VERMONT	6	1	2	0	2
VIRGINIA	35	10	39	2	8
WASHINGTON	243	12	39	3	99
WEST VIRGINIA	4	8	9	0	3
WISCONSIN	19	10	5	0	1
WYOMING	29	6	3	0	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	1	1	1
BUR. OF INDIAN AFFAIRS	4	3	0	3	1
U.S. AND OUTLYING AREAS	3,242	998	1,298	103	446
50 STATES, D.C. & P.R.	3,237	994	1,297	99	443

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

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TABLE AA16

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	87,804	36,718	17,779	24,541	5,118	1,137	704	469
ALASKA	12,446	7,813	2,678	413	646	392	148	73
ARIZONA	57,688	34,534	11,322	5,158	3,464	1,090	734	647
ARKANSAS	43,222	25,764	6,689	8,943	298	416	298	93
CALIFORNIA	462,886	283,717	102,956	25,757	14,163	5,271	6,863	8,427
COLORADO	54,246	31,173	8,212	2,151	8,064	2,690	689	962
CONNECTICUT	58,252	31,608	10,209	3,373	10,139	1,064	609	247
DELAWARE	9,853	6,986	1,506	668	521	0	79	54
DISTRICT OF COLUMBIA	2,046	1,593	296	62	48	3	11	7
FLORIDA	237,287	111,032	67,274	24,437	27,382	0	847	3,231
GEORGIA	103,522	34,092	22,930	22,980	20,264	0	863	682
HAWAII	12,640	7,326	2,054	1,319	1,124	126	237	111
IDAHO	19,533	11,842	3,566	2,620	369	282	205	161
ILLINOIS	178,422	98,347	51,753	12,262	12,390	0	1,057	938
INDIANA	106,793	47,419	34,602	15,828	6,302	346	862	521
IOWA	55,735	26,597	8,634	10,797	7,361	560	638	907
KANSAS	41,365	18,974	10,409	4,901	4,028	1,295	383	359
KENTUCKY	66,371	23,335	20,070	17,148	3,257	947	481	387
LOUISIANA	69,876	32,225	17,252	10,370	4,626	571	997	964
MAINE	25,375	12,172	6,118	1,501	3,625	1,013	236	148
MARYLAND	82,507	42,766	22,751	5,123	4,948	3,765	842	537
MASSACHUSETTS	126,526	77,459	19,734	12,197	10,699	2,157	1,190	769
MICHIGAN	146,656	76,419	33,447	12,803	15,585	149	2,388	4,836
MINNESOTA	73,939	32,711	13,217	9,783	13,854	0	1,295	1,188
MISSISSIPPI	57,106	30,561	17,549	6,947	229	269	389	1,008
MISSOURI	99,831	53,587	23,069	10,687	9,045	588	874	660
MONTANA	16,516	9,619	3,757	1,207	886	300	187	96
NEBRASKA	33,156	15,044	8,389	4,519	2,799	434	530	521
NEVADA	20,092	12,478	4,012	1,284	1,117	328	202	65
NEW HAMPSHIRE	19,048	11,471	4,028	706	1,771	111	43	136
NEW JERSEY	167,319	91,234	47,980	3,845	13,555	8,034	1,078	519
NEW MEXICO	37,557	18,538	11,313	1,936	3,511	765	339	554
NEW YORK	285,836	178,110	29,419	15,939	41,062	10,432	2,756	1,707
NORTH CAROLINA	117,783	55,891	24,877	20,460	9,460	984	1,393	888
NORTH DAKOTA	10,961	5,723	3,368	1,069	484	0	87	64
OHIO	195,757	77,854	51,288	43,509	9,703	6,212	2,085	2,134
OKLAHOMA	64,273	33,560	14,530	11,514	1,926	1,237	559	309
OREGON	48,418	29,779	13,137	1,584	2,491	0	85	379
PENNSYLVANIA	171,207	83,618	43,246	24,303	14,535	519	2,021	1,154
PUERTO RICO	28,910	10,246	1,690	12,935	695	1,013	727	371
RHODE ISLAND	19,345	12,465	3,696	939	1,473	120	55	146
SOUTH CAROLINA	70,418	31,084	17,969	13,873	5,057	249	794	752
SOUTH DAKOTA	12,639	6,472	3,531	1,311	463	372	151	128
TENNESSEE	103,311	56,468	24,411	12,279	2,590	1,602	1,058	1,030
TEXAS	348,705	210,111	63,020	22,563	29,621	2,784	1,383	4,117
UTAH	45,527	25,551	7,526	3,039	6,701	1,252	351	187
VERMONT	8,031	4,395	1,604	853	785	32	112	57
VIRGINIA	112,794	59,844	24,741	12,415	9,902	2,404	1,045	727
WASHINGTON	80,906	40,159	15,439	6,765	5,065	2,042	1,968	1,053
WEST VIRGINIA	40,057	18,762	10,990	7,293	2,101	0	294	266
WISCONSIN	81,454	27,416	15,716	4,187	12,053	20,559	293	538
WYOMING	10,336	5,521	2,819	614	673	0	142	159
AMERICAN SAMOA	334	159	72	60	26	3	12	0
GUAM	1,290	898	195	118	5	16	5	20
NORTHERN MARIANAS	155	80	12	18	2	28	9	4
PALAU	174	127	13	7	4	2	5	6
VIRGIN ISLANDS	1,303	464	111	599	33	40	23	7
BUR. OF INDIAN AFFAIRS	6,578	3,660	1,743	359	447	174	46	18
U.S. AND OUTLYING AREAS	4,452,117	2,333,571	990,718	484,871	368,545	86,179	43,707	46,498
50 STATES, D.C. & P.R.	4,442,283	2,328,183	988,572	483,710	368,028	85,916	43,607	46,443

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DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

TABLE AA16

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	924	286	68	5	55
ALASKA	210	33	8	22	10
ARIZONA	253	271	199	0	16
ARKANSAS	588	73	30	0	30
CALIFORNIA	10,761	3,037	1,605	116	213
COLORADO	0	222	14	30	39
CONNECTICUT	763	29	164	5	42
DELAWARE	0	22	15	2	0
DISTRICT OF COLUMBIA	7	19	0	0	0
FLORIDA	1,737	751	582	14	0
GEORGIA	1,003	338	262	7	101
HAWAII	227	51	52	4	9
IDAHO	339	72	39	9	29
ILLINOIS	971	688	5	6	5
INDIANA	186	341	273	22	91
IOWA	0	130	67	29	15
KANSAS	690	147	74	8	97
KENTUCKY	347	324	38	4	33
LOUISIANA	2,077	374	409	4	7
MAINE	387	94	37	3	41
MARYLAND	1,393	319	28	14	21
MASSACHUSETTS	1,013	530	493	37	248
MICHIGAN	0	741	288	0	0
MINNESOTA	1,241	292	296	14	48
MISSISSIPPI	0	147	0	7	0
MISSOURI	536	300	336	77	72
MONTANA	305	75	20	24	40
NEBRASKA	706	207	4	3	0
NEVADA	491	88	5	4	18
NEW HAMPSHIRE	771	11	0	0	0
NEW JERSEY	543	92	446	4	39
NEW MEXICO	401	153	16	1	30
NEW YORK	3,667	1,018	1,648	37	41
NORTH CAROLINA	2,468	546	786	6	24
NORTH DAKOTA	106	40	9	4	7
OHIO	2,087	832	22	8	23
OKLAHOMA	323	226	31	34	24
OREGON	878	15	37	2	31
PENNSYLVANIA	89	1,017	346	3	356
PUERTO RICO	490	429	266	35	13
RHODE ISLAND	347	69	19	3	13
SOUTH CAROLINA	156	316	141	7	20
SOUTH DAKOTA	84	59	36	8	24
TENNESSEE	2,736	735.	304	9	89
TEXAS	11,954	1,607	1,444	47	54
UTAH	406	159	105	31	219
VERMONT	153	26	6	0	8
VIRGINIA	1,071	57	539	4	45
WASHINGTON	7,171	268	476	15	485
WEST VIRGINIA	90	130	101	0	30
WISCONSIN	407	239	18	7	21
WYOMING	323	54	15	1	15
AMERICAN SAMOA	1	1	0	0	0
GUAM	25	4	0	1	3
NORTHERN MARIANAS	0	1	1	0	0
PALAU	4	5	0	1	0
VIRGIN ISLANDS	7	5	5	8	1
BUR. OF INDIAN AFFAIRS	69	14	10	27	11
U.S. AND OUTLYING AREAS	63,982	18,129	12,238	773	2,906
50 STATES, D.C. & P.R.	63,876	18,099	12,222	736	2,891

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

ANNUAL.CNTL(C4C9NX2A)
18OCT93

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TABLE AA17

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY DISABILITY AND AGE

DURING THE 1992-93 SCHOOL YEAR

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	34,533	89,310	157,068	212,008	241,322	250,404
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	196,466	203,600	180,266	140,018	98,923	64,157
MENTAL RETARDATION	.	.	.	19,192	26,708	32,107	35,524	38,655	39,326
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	7,355	13,598	19,558	24,994	30,100	33,796
MULTIPLE DISABILITIES	.	.	.	7,585	7,771	7,866	7,460	7,458	7,320
HEARING IMPAIRMENTS	.	.	.	3,153	3,522	3,855	3,917	4,027	3,891
ORTHOPEDIC IMPAIRMENTS	.	.	.	4,670	4,764	4,392	4,252	4,043	3,652
OTHER HEALTH IMPAIRMENTS	.	.	.	4,110	5,384	5,759	5,824	5,826	5,475
VISUAL IMPAIRMENTS	.	.	.	1,181	1,309	1,579	1,637	1,646	1,595
AUTISM	.	.	.	1,394	1,389	1,252	1,157	1,043	933
DEAF-BLINDNESS	.	.	.	49	55	50	59	57	53
TRAUMATIC BRAIN INJURY	.	.	.	149	162	184	221	220	197
ALL DISABILITIES	83,349	147,037	211,362	279,837	357,572	413,936	437,071	433,320	410,799

DISABILITY	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
SPECIFIC LEARNING DISABILITIES	252,091	240,935	221,106	205,331	172,859	142,868	85,718	22,177	4,700
SPEECH OR LANGUAGE IMPAIRMENTS	38,303	24,745	15,987	10,922	7,687	5,735	2,830	754	239
MENTAL RETARDATION	41,896	42,496	41,405	41,460	37,821	34,444	26,864	14,299	8,482
SERIOUS EMOTIONAL DISTURBANCE	37,801	39,816	40,586	41,135	34,968	26,508	12,956	3,860	1,159
MULTIPLE DISABILITIES	6,428	6,041	5,522	5,188	4,635	4,119	3,509	2,351	1,866
HEARING IMPAIRMENTS	3,775	3,523	3,269	3,040	2,753	2,494	1,636	576	199
ORTHOPEDIC IMPAIRMENTS	3,348	3,293	2,996	2,857	2,667	2,277	1,644	819	524
OTHER HEALTH IMPAIRMENTS	5,107	5,024	4,813	4,940	4,638	3,840	2,033	762	315
VISUAL IMPAIRMENTS	1,591	1,445	1,397	1,338	1,287	1,126	625	217	105
AUTISM	730	691	649	601	587	514	492	375	247
DEAF-BLINDNESS	108	55	58	45	42	39	33	29	27
TRAUMATIC BRAIN INJURY	229	198	188	233	226	253	222	104	67
ALL DISABILITIES	391,407	368,262	337,976	317,090	270,170	224,217	138,562	46,323	17,930

DISABILITY	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	1,141	400
SPEECH OR LANGUAGE IMPAIRMENTS	86	29
MENTAL RETARDATION	4,192	2,718
SERIOUS EMOTIONAL DISTURBANCE	355	174
MULTIPLE DISABILITIES	1,060	405
HEARING IMPAIRMENTS	77	36
ORTHOPEDIC IMPAIRMENTS	300	145
OTHER HEALTH IMPAIRMENTS	132	14
VISUAL IMPAIRMENTS	51	38
AUTISM	184	163
DEAF-BLINDNESS	14	3
TRAUMATIC BRAIN INJURY	53	3
ALL DISABILITIES	7,645	4,128

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE ANNUAL.CNTL(C4XXNX1A)
18OCT93

TABLE AA18

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
ALABAMA	750	1,801	5,147	6,496	6,991	7,158	7,172	7,473	7,665
ALASKA	350	517	623	775	1,041	1,356	1,432	1,316	1,116
ARIZONA	1,174	2,092	2,675	3,241	4,481	5,721	6,178	5,967	5,676
ARKANSAS	1,051	1,976	1,833	2,388	2,860	3,269	3,601	3,930	3,908
CALIFORNIA	9,648	17,326	19,653	25,649	36,638	45,857	51,170	50,566	47,123
COLORADO	1,066	2,064	2,226	2,598	3,704	4,878	5,644	5,800	5,478
CONNECTICUT	1,232	2,090	2,542	3,315	4,458	5,112	5,539	5,569	5,264
DELAWARE	280	557	927	902	1,000	1,120	1,086	949	835
DISTRICT OF COLUMBIA	53	111	90	81	95	110	143	146	177
FLORIDA	2,043	4,904	10,328	15,794	20,796	23,619	25,061	25,168	23,404
GEORGIA	1,998	2,961	4,998	7,570	9,361	10,071	10,558	10,410	9,975
HAWAII	191	322	387	678	886	1,203	1,355	1,343	1,218
IDAHO	450	888	1,233	1,347	1,936	2,250	2,174	2,011	1,794
ILLINOIS	3,823	7,342	11,951	13,887	16,837	18,485	17,880	16,684	15,901
INDIANA	1,634	2,639	4,618	7,363	10,316	11,559	10,792	9,924	9,031
IOWA	1,074	1,871	2,498	3,119	3,817	4,830	5,266	5,193	4,933
KANSAS	943	1,534	2,112	2,634	3,278	4,297	4,607	4,334	3,838
KENTUCKY	1,979	4,568	6,085	6,234	6,457	6,232	5,728	5,820	5,501
LOUISIANA	1,522	2,790	3,634	4,521	5,583	5,813	5,978	6,244	6,340
MAINE	562	1,141	925	1,376	1,948	2,367	2,571	2,498	2,410
MARYLAND	1,600	2,539	3,588	4,979	6,642	7,826	8,499	8,500	7,892
MASSACHUSETTS	1,929	3,963	4,386	7,006	9,637	11,143	11,887	11,686	11,287
MICHIGAN	3,085	4,826	7,103	8,860	11,193	13,472	14,335	14,420	13,447
MINNESOTA	2,235	3,491	3,907	4,143	5,450	6,501	7,321	7,366	6,764
MISSISSIPPI	523	1,073	3,422	4,928	5,494	4,838	4,595	4,621	4,491
MISSOURI	1,183	1,939	3,026	4,465	7,009	8,837	10,062	10,061	9,730
MONTANA	299	629	935	1,133	1,465	1,681	1,766	1,628	1,447
NEBRASKA	661	969	1,323	1,844	2,744	3,413	3,756	3,492	3,153
NEVADA	528	785	997	1,210	1,608	2,103	2,268	2,181	2,002
NEW HAMPSHIRE	214	557	603	824	1,203	1,478	1,762	1,921	1,862
NEW JERSEY	2,207	3,323	9,448	14,568	16,640	16,291	14,963	14,079	13,359
NEW MEXICO	737	1,162	1,168	1,699	2,481	3,219	3,752	3,947	3,765
NEW YORK	9,178	12,966	10,315	13,490	15,091	20,557	24,211	25,844	27,021
NORTH CAROLINA	2,121	4,124	6,459	9,241	11,056	11,645	11,922	11,777	10,888
NORTH DAKOTA	143	330	508	694	949	949	1,072	1,034	1,007
OHIO	2,368	4,058	9,182	12,565	16,701	19,344	19,473	18,817	17,088
OKLAHOMA	709	1,723	3,078	4,077	4,940	5,959	6,448	6,585	6,102
OREGON	1,227	1,990	1,683	1,986	3,586	5,037	5,716	5,436	4,964
PENNSYLVANIA	3,204	5,634	6,789	9,286	12,946	16,374	16,870	15,972	14,694
PUERTO RICO	1,157	2,031	2,304	864	1,170	1,516	1,980	2,326	2,543
RHODE ISLAND	321	642	914	1,197	1,584	1,725	1,813	1,816	1,774
SOUTH CAROLINA	813	2,644	5,099	6,415	7,158	6,969	6,859	6,556	6,114
SOUTH DAKOTA	378	766	1,116	1,231	1,325	1,385	1,307	1,191	1,007
TENNESSEE	1,184	2,240	5,686	7,809	9,047	9,260	9,202	9,176	8,665
TEXAS	4,570	8,381	13,465	19,888	26,354	30,330	32,955	33,814	32,854
UTAH	822	1,334	1,686	2,724	4,094	5,001	5,161	4,943	4,375
VERMONT	220	338	351	315	454	677	771	855	826
VIRGINIA	2,397	3,614	5,241	7,593	9,117	10,484	10,828	10,877	10,387
WASHINGTON	2,091	3,530	5,010	4,897	6,352	8,237	8,930	8,579	7,728
WEST VIRGINIA	524	967	2,096	2,906	3,208	3,456	3,626	3,336	3,225
WISCONSIN	2,456	4,317	5,401	5,898	6,821	7,062	6,983	7,128	6,913
WYOMING	361	536	487	581	898	1,056	1,080	1,020	953
AMERICAN SAMOA	6	15	13	8	18	31	36	35	40
GUAM	54	61	52	56	71	99	117	136	123
NORTHERN MARIANAS	1	8	6	9	14	12	11	13	12
PALAU	5	2	5	5	9	14	21	13	13
VIRGIN ISLANDS	15	36	25	38	58	75	108	123	99
BUR. OF INDIAN AFFAIRS	0	0	0	437	502	573	670	671	598
U.S. AND OUTLYING AREAS	83,349	147,037	211,362	279,837	357,572	413,936	437,071	433,320	410,799
50 STATES, D.C. & P.R.	83,268	146,915	211,261	279,284	356,900	413,132	436,108	432,329	409,914

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
18OCT93

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TABLE AA18

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,745	7,814	7,046	6,838	5,539	4,752	3,297	1,316	428
ALASKA	1,036	951	877	794	695	524	350	100	60
ARIZONA	5,331	4,804	4,331	3,658	2,993	2,494	1,609	596	304
ARKANSAS	3,968	3,818	3,778	3,773	3,189	2,598	1,638	408	96
CALIFORNIA	42,023	37,540	32,576	29,360	25,124	20,961	11,598	3,403	1,851
COLORADO	4,985	4,725	4,301	3,940	3,204	2,752	1,557	478	173
CONNECTICUT	5,171	5,124	4,760	4,174	3,794	3,120	2,011	528	250
DELAWARE	758	754	625	583	504	408	248	60	15
DISTRICT OF COLUMBIA	191	184	200	186	155	169	118	57	25
FLORIDA	21,188	19,328	17,166	15,621	12,046	9,326	5,691	2,091	731
GEORGIA	9,641	8,587	7,658	6,590	5,073	3,856	2,695	996	348
HAWAII	1,100	1,032	910	942	825	770	274	87	16
IDAHO	1,592	1,478	1,276	1,224	966	796	489	142	46
ILLINOIS	14,804	13,448	13,013	11,685	10,646	8,773	4,770	1,202	351
INDIANA	8,606	8,240	7,475	7,391	6,072	5,251	3,617	927	176
IOWA	4,963	4,863	4,507	4,432	3,702	3,213	1,992	601	245
KANSAS	3,482	3,165	2,937	2,716	2,361	2,028	1,211	339	102
KENTUCKY	5,460	5,243	4,986	4,759	3,820	3,143	1,991	698	253
LOUISIANA	6,383	6,354	5,740	5,478	4,353	3,317	2,184	967	378
MAINE	2,280	2,106	2,088	1,774	1,491	1,257	886	269	52
MARYLAND	7,440	6,934	6,159	5,709	4,707	3,953	2,173	672	342
MASSACHUSETTS	10,962	10,791	10,323	9,769	8,544	7,433	4,202	1,153	442
MICHIGAN	12,783	12,549	11,329	10,780	8,965	7,556	4,780	1,396	444
MINNESOTA	6,494	6,196	6,011	5,585	4,846	4,249	1,982	649	361
MISSISSIPPI	4,863	4,643	4,493	4,441	3,713	3,113	2,057	652	144
MISSOURI	9,520	8,882	8,086	7,478	6,131	4,925	3,117	1,021	383
MONTANA	1,304	1,350	1,192	1,092	999	734	519	155	42
NEBRASKA	2,877	2,563	2,339	2,083	1,730	1,593	959	395	163
NEVADA	1,713	1,574	1,413	1,270	1,097	907	496	153	55
NEW HAMPSHIRE	1,807	1,673	1,578	1,513	1,239	1,181	772	190	45
NEW JERSEY	13,211	12,966	12,212	11,805	10,590	8,933	5,157	1,573	709
NEW MEXICO	3,793	3,426	3,127	2,763	2,241	1,774	1,056	347	145
NEW YORK	24,827	24,384	24,497	24,635	23,665	17,926	12,012	5,025	2,172
NORTH CAROLINA	10,616	9,712	8,559	7,790	5,765	4,360	2,930	1,051	381
NORTH DAKOTA	877	905	783	760	738	596	394	134	55
OHIO	16,631	15,503	14,092	13,490	11,824	10,604	6,754	1,995	557
OKLAHOMA	5,715	5,296	4,748	4,472	3,854	3,227	2,080	583	134
OREGON	4,501	3,983	3,753	3,194	2,669	2,048	1,127	287	103
PENNSYLVANIA	14,401	14,243	13,317	12,973	11,434	10,072	6,170	1,679	643
PUERTO RICO	2,946	3,041	2,999	2,692	2,198	1,759	1,219	759	546
RHODE ISLAND	1,697	1,626	1,485	1,532	1,182	986	633	198	80
SOUTH CAROLINA	5,811	5,558	4,987	4,633	3,627	2,718	1,757	834	360
SOUTH DAKOTA	967	911	828	775	646	568	361	107	21
TENNESSEE	8,745	8,551	8,081	7,583	6,406	5,372	3,405	1,253	423
TEXAS	32,611	29,910	26,954	24,943	21,191	17,513	11,844	4,881	1,682
UTAH	4,134	3,591	3,059	2,863	2,294	1,865	824	312	162
VERMONT	840	787	649	592	494	422	240	78	11
VIRGINIA	9,822	9,270	8,223	7,945	6,868	5,953	3,538	1,165	421
WASHINGTON	7,024	6,247	5,581	5,231	4,494	3,825	2,427	906	367
WEST VIRGINIA	3,244	3,246	3,144	3,241	2,781	2,331	1,621	479	166
WISCONSIN	6,729	6,758	6,182	6,115	5,479	5,252	3,010	709	342
WYOMING	895	827	776	690	594	461	352	104	49
AMERICAN SAMOA	39	24	17	30	26	23	5	2	0
GUAM	106	100	84	119	91	92	60	21	10
NORTHERN MARIANAS	12	21	13	17	7	6	6	2	0
PALAU	20	26	24	13	11	3	1	0	0
VIRGIN ISLANDS	119	107	107	134	102	72	83	36	35
BUR. OF INDIAN AFFAIRS	604	530	522	422	376	304	213	102	35
U.S. AND OUTLYING AREAS	391,407	368,262	337,976	317,090	270,170	224,217	138,562	46,323	17,930
50 STATES, D.C. & P.R.	390,507	367,454	337,209	316,355	269,557	223,717	138,194	46,160	17,850

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
18OCT93

TABLE AA18

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	74	0
ALASKA	23	9
ARIZONA	304	0
ARKANSAS	0	0
CALIFORNIA	1,447	298
COLORADO	29	0
CONNECTICUT	63	0
DELAWARE	6	1
DISTRICT OF COLUMBIA	9	0
FLORIDA	257	47
GEORGIA	133	0
HAWAII	1	0
IDAHO	12	0
ILLINOIS	56	0
INDIANA	53	0
IOWA	59	7
KANSAS	36	11
KENTUCKY	46	1
LOUISIANA	243	48
MAINE	2	0
MARYLAND	80	0
MASSACHUSETTS	261	0
MICHIGAN	347	3,253
MINNESOTA	21	5
MISSISSIPPI	20	0
MISSOURI	124	19
MONTANA	9	14
NEBRASKA	52	0
NEVADA	42	0
NEW HAMPSHIRE	0	0
NEW JERSEY	263	0
NEW MEXICO	22	1
NEW YORK	479	0
NORTH CAROLINA	90	9
NORTH DAKOTA	14	2
OHIO	319	0
OKLAHOMA	53	14
OREGON	28	0
PENNSYLVANIA	133	0
PUERTO RICO	352	217
RHODE ISLAND	17	0
SOUTH CAROLINA	62	1
SOUTH DAKOTA	9	0
TENNESSEE	333	25
TEXAS	981	0
UTAH	125	44
VERMONT	20	0
VIRGINIA	303	42
WASHINGTON	81	0
WEST VIRGINIA	47	54
WISCONSIN	73	0
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	5	6
NORTHERN MARIANAS	0	0
PALAU	1	0
VIRGIN ISLANDS	7	0
BUR. OF INDIAN AFFAIRS	19	0
U.S. AND OUTLYING AREAS	7,645	4,128
50 STATES, D.C. & P.R.	7,613	4,122

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
18OCT93

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TABLE AA19

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER
IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	53,987	96,975	97,363	43,376	388	80.35	0.40
ALASKA	9,597	16,106	17,358	7,761	1,252	80.87	7.77
ARIZONA	43,045	61,076	65,380	22,335	4,304	51.89	7.05
ARKANSAS	28,487	49,018	51,669	23,182	2,651	81.38	5.41
CALIFORNIA	332,291	494,058	513,757	181,466	19,699	54.61	3.99
COLORADO	47,943	60,148	63,552	15,609	3,404	32.56	5.66
CONNECTICUT	62,085	66,192	68,753	6,668	2,561	10.74	3.87
DELAWARE	14,307	14,435	14,172	-135	-263	-0.94	-1.82
DISTRICT OF COLUMBIA	9,261	7,104	7,053	-2,208	-51	-23.84	-0.72
FLORIDA	117,257	253,606	263,592	146,335	9,986	124.80	3.94
GEORGIA	85,209	107,660	115,893	30,684	8,233	36.01	7.65
HAWAII	10,544	14,163	14,577	4,033	414	38.25	2.92
IDAHO	14,573	22,755	23,292	8,719	537	59.83	2.36
ILLINOIS	229,797	243,541	250,955	21,158	7,414	9.21	3.04
INDIANA	87,644	118,924	124,180	36,536	5,256	41.69	4.42
IOWA	51,055	61,510	62,552	11,497	1,042	22.52	1.69
KANSAS	37,623	47,063	48,873	11,250	1,810	29.90	3.85
KENTUCKY	57,057	81,681	81,683	24,626	2	43.16	0.00
LOUISIANA	86,989	78,760	82,300	-4,689	3,540	-5.39	4.49
MAINE	23,701	27,891	29,005	5,304	1,114	22.38	3.99
MARYLAND	84,184	92,520	94,922	10,738	2,402	12.76	2.60
MASSACHUSETTS	131,992	156,633	157,839	25,847	1,206	19.58	0.77
MICHIGAN	153,113	172,238	176,861	23,748	4,623	15.51	2.68
MINNESOTA	72,136	83,028	86,340	14,204	3,312	19.69	3.99
MISSISSIPPI	29,219	61,197	62,968	33,749	1,771	115.50	2.89
MISSOURI	94,387	105,521	109,199	14,812	3,678	15.69	3.49
MONTANA	8,610	18,016	18,846	10,236	830	118.89	4.61
NEBRASKA	25,270	34,198	36,985	11,715	2,787	46.36	8.15
NEVADA	11,133	20,530	23,074	11,941	2,544	107.26	12.39
NEW HAMPSHIRE	9,916	21,047	22,323	12,407	1,276	125.12	6.06
NEW JERSEY	145,077	184,621	188,578	43,501	3,957	29.98	2.14
NEW MEXICO	15,149	38,207	40,926	25,777	2,719	170.16	7.12
NEW YORK	240,250	324,677	336,051	95,801	11,374	39.88	3.50
NORTH CAROLINA	98,035	127,867	132,861	34,826	4,994	35.52	3.91
NORTH DAKOTA	8,976	12,679	12,832	3,856	153	42.96	1.21
OHIO	168,314	210,268	216,745	48,431	6,477	28.77	3.08
OKLAHOMA	44,181	68,576	71,603	27,422	3,027	62.07	4.41
OREGON	37,258	56,702	64,454	27,196	7,752	72.99	13.67
PENNSYLVANIA	206,792	214,035	209,578	2,786	-4,457	1.35	-2.08
PUERTO RICO	11,200	34,981	34,402	23,202	-579	207.16	-1.66
RHODE ISLAND	15,971	21,588	22,460	6,489	872	40.63	4.04
SOUTH CAROLINA	72,357	79,872	80,713	8,356	841	11.55	1.05
SOUTH DAKOTA	9,936	15,284	15,536	5,600	252	56.36	1.65
TENNESSEE	99,251	111,315	115,232	15,981	3,917	16.10	3.52
TEXAS	233,552	367,860	390,113	156,561	22,253	67.03	6.05
UTAH	37,204	50,009	51,995	14,791	1,986	39.76	3.97
VERMONT	6,382	11,101	10,452	4,070	-649	63.77	-5.85
VIRGINIA	77,616	118,951	127,967	50,351	9,016	64.87	7.58
WASHINGTON	57,705	91,286	96,334	38,629	5,048	66.94	5.53
WEST VIRGINIA	30,135	44,338	45,345	15,210	1,007	50.47	2.27
WISCONSIN	58,019	91,742	97,626	39,607	5,884	68.27	6.41
WYOMING	7,261	11,935	12,228	4,967	293	68.41	2.45
AMERICAN SAMOA	139	322	404	265	82	190.65	25.47
GUAM	2,597	1,619	1,621	-976	2	-37.58	0.12
NORTHERN MARIANAS		426	374	.	-52	.	-12.21
PALAU	1,120	456	390	-730	-66	-65.18	-14.47
VIRGIN ISLANDS	1,712	1,399	1,528	-184	129	-10.75	9.22
BUR. OF INDIAN AFFAIRS		6,365	6,578	.	213	.	3.35
U.S. AND OUTLYING AREAS	3,708,601	4,986,075	5,170,242	1,461,641	184,167	39.41	3.69
50 STATES, D.C. & P.R.	3,703,033	4,975,488	5,159,347	1,456,314	183,859	39.33	3.70

THE FIGURES FOR YEARS PRIOR TO 1988-89 REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 20 SERVED UNDER CHAPTER 1 OF ESEA (SOP). THE FIGURES FOR YEARS 1988-89 AND LATER REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	1,191	1,954	1,861	670	-93	56.26	-4.76
ALASKA	2,213	3,539	3,422	1,209	-117	54.63	-3.31
ARIZONA	1,178	1,795	1,751	573	-44	48.64	-2.45
ARKANSAS	3,776	3,445	3,587	-189	142	-5.01	4.12
CALIFORNIA	6,085	4,342	4,244	-1,841	-98	-30.25	-2.26
COLORADO	3,642	4,883	3,950	308	-933	8.46	-19.11
CONNECTICUT	2,670	4,341	4,637	1,967	296	73.67	6.82
DELAWARE	1,854	2,872	2,555	701	-317	37.81	-11.04
DISTRICT OF COLUMBIA	2,920	4,327	4,753	1,833	426	62.77	9.85
FLORIDA	5,716	10,060	9,030	3,314	-1,030	57.98	-10.24
GEORGIA	2,352	2,454	2,414	62	-40	2.64	-1.63
HAWAII	807	943	1,037	230	94	28.50	9.97
IDAHO	503	1,101	1,188	685	87	136.18	7.90
ILLINOIS	21,216	44,874	49,417	28,201	4,543	132.92	10.12
INDIANA	6,005	7,981	8,496	2,491	515	41.48	6.45
IOWA	1,282	1,494	1,374	92	-120	7.18	-8.03
KANSAS	1,818	2,826	2,919	1,101	93	60.56	3.29
KENTUCKY	2,661	2,714	2,680	19	-34	0.71	-1.25
LOUISIANA	5,061	4,323	4,478	-583	155	-11.52	3.59
MAINE	1,568	983	1,002	-566	19	-36.10	1.93
MARYLAND	3,895	4,451	4,688	793	237	20.36	5.32
MASSACHUSETTS	13,968	19,993	21,035	7,067	1,042	50.59	5.21
MICHIGAN	12,265	15,410	15,191	2,926	-219	23.86	-1.42
MINNESOTA	1,323	2,596	2,768	1,445	172	109.22	6.63
MISSISSIPPI	1,581	813	844	-737	31	-46.62	3.81
MISSOURI	4,017	3,233	3,220	-797	-13	-19.84	-0.40
MONTANA	516	456	467	-49	11	-9.50	2.41
NEBRASKA	521	808	876	355	68	68.14	8.42
NEVADA	975	573	672	-303	99	-31.08	17.28
NEW HAMPSHIRE	1,242	1,771	1,901	659	130	53.06	7.34
NEW JERSEY	7,553	6,297	6,281	-1,272	-16	-16.84	-0.25
NEW MEXICO	651	300	302	-349	2	-53.61	0.67
NEW YORK	19,615	18,166	17,756	-1,859	-410	-9.48	-2.26
NORTH CAROLINA	6,892	2,407	2,374	-4,518	-33	-65.55	-1.37
NORTH DAKOTA	504	793	890	386	97	76.59	12.23
OHIO	13,794	8,112	5,380	-8,414	-2,732	-61.00	-33.68
OKLAHOMA	1,521	1,367	1,820	299	453	19.66	33.14
OREGON	3,734	9,601	11,136	7,402	1,535	198.23	15.99
PENNSYLVANIA	13,773	23,244	22,744	8,971	-500	65.13	-2.15
PUERTO RICO	1,437	0	0	-1,437	0	-100.00	100.00
RHODE ISLAND	974	1,006	1,238	264	232	27.10	23.06
SOUTH CAROLINA	2,909	1,298	1,739	-1,170	441	-40.22	33.98
SOUTH DAKOTA	744	675	637	-107	-38	-14.38	-5.63
TENNESSEE	2,086	3,397	2,811	725	-586	34.76	-17.25
TEXAS	16,550	14,740	14,992	-1,558	252	-9.41	1.71
UTAH	1,141	2,692	2,626	1,485	-66	130.15	-2.45
VERMONT	2,298	1,601	1,512	-786	-89	-34.20	-5.56
VIRGINIA	3,568	3,182	3,921	353	739	9.89	23.22
WASHINGTON	2,927	4,816	4,797	1,870	-19	63.89	-0.39
WEST VIRGINIA	1,080	1,601	1,701	621	100	57.50	6.25
WISCONSIN	3,930	4,007	3,998	68	-9	1.73	-0.22
WYOMING	484	489	508	24	19	4.96	3.89
AMERICAN SAMOA	0	37	36	36	-1	100.00	-2.70
GUAM	275	178	164	-111	-14	-40.36	-7.87
NORTHERN MARIANAS	.	223	204	.	-19	.	-8.52
PALAU	0	254	204	204	-50	100.00	-19.69
VIRGIN ISLANDS	571	118	149	-422	31	-73.91	26.27
BUR. OF INDIAN AFFAIRS	.	.	0	.	.	.	.
U.S. AND OUTLYING AREAS	223,832	271,956	276,377	52,545	4,421	23.48	1.63
50 STATES, D.C. & P.R.	222,986	271,146	275,620	52,634	4,474	23.60	1.65

THE FIGURES FOR 1976-77 REPRESENT CHILDREN FROM BIRTH THROUGH AGE 20 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C9XXZZ1A)
18OCT93

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TABLE AA21

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	52,796	95,021	95,502	42,706	481	80.89	0.51
ALASKA	7,384	12,567	13,936	6,552	1,369	88.73	10.89
ARIZONA	41,867	59,281	63,629	21,762	4,348	51.98	7.33
ARKANSAS	24,711	45,573	48,082	23,371	2,509	94.58	5.51
CALIFORNIA	326,206	489,716	509,513	183,307	19,797	56.19	4.04
COLORADO	44,301	55,265	59,602	15,301	4,337	34.54	7.85
CONNECTICUT	59,415	61,851	64,116	4,701	2,265	7.91	3.66
DELAWARE	12,453	11,563	11,617	-836	54	-6.71	0.47
DISTRICT OF COLUMBIA	6,341	2,777	2,300	-4,041	-477	-63.73	-17.18
FLORIDA	111,541	243,546	254,562	143,021	11,016	128.22	4.52
GEORGIA	82,857	105,206	113,479	30,622	8,273	36.96	7.86
HAWAII	9,737	13,220	13,540	3,803	320	39.06	2.42
IDAHO	14,070	21,654	22,104	8,034	450	57.10	2.08
ILLINOIS	208,581	198,667	201,538	-7,043	2,871	-3.38	1.45
INDIANA	81,639	110,943	115,684	34,045	4,741	41.70	4.27
IOWA	49,773	60,016	61,178	11,405	1,162	22.91	1.94
KANSAS	35,805	44,237	45,954	10,149	1,717	28.35	3.88
KENTUCKY	54,396	78,967	79,003	24,607	36	45.24	0.05
LOUISIANA	81,928	74,437	77,822	-4,106	3,385	-5.01	4.55
MAINE	22,133	26,908	28,003	5,870	1,095	26.52	4.07
MARYLAND	80,289	88,069	90,234	9,945	2,165	12.39	2.46
MASSACHUSETTS	118,024	136,640	136,804	18,780	164	15.91	0.12
MICHIGAN	140,848	156,828	161,670	20,822	4,842	14.78	3.09
MINNESOTA	70,813	80,432	83,572	12,759	3,140	18.02	3.90
MISSISSIPPI	27,638	60,384	62,124	34,486	1,740	124.78	2.88
MISSOURI	90,370	102,288	105,979	15,609	3,691	17.27	3.61
MONTANA	8,094	17,560	18,379	10,285	819	127.07	4.66
NEBRASKA	24,749	33,390	36,109	11,360	2,719	45.90	8.14
NEVADA	10,158	19,957	22,402	12,244	2,445	120.54	12.25
NEW HAMPSHIRE	8,674	19,276	20,422	11,748	1,146	135.44	5.95
NEW JERSEY	137,524	178,324	182,297	44,773	3,973	32.56	2.23
NEW MEXICO	14,498	37,907	40,624	26,126	2,717	180.20	7.17
NEW YORK	220,635	306,511	318,295	97,660	11,784	44.26	3.84
NORTH CAROLINA	91,143	125,460	130,487	39,344	5,027	43.17	4.01
NORTH DAKOTA	8,472	11,886	11,942	3,470	56	40.96	0.47
OHIO	154,520	202,156	211,365	56,845	9,209	36.79	4.56
OKLAHOMA	42,660	67,209	69,783	27,123	2,574	63.58	3.83
OREGON	33,524	47,101	53,318	19,794	6,217	59.04	13.20
PENNSYLVANIA	193,019	190,791	186,834	-6,185	-3,957	-3.20	-2.07
PUERTO RICO	9,763	34,981	34,402	24,639	-579	252.37	-1.66
RHODE ISLAND	14,997	20,582	21,222	6,225	640	41.51	3.11
SOUTH CAROLINA	69,448	78,574	78,974	9,526	400	13.72	0.51
SOUTH DAKOTA	9,192	14,609	14,899	5,707	290	62.09	1.99
TENNESSEE	97,165	107,918	112,421	15,256	4,503	15.70	4.17
TEXAS	217,002	353,120	375,121	158,119	22,001	72.87	6.23
UTAH	36,063	47,317	49,369	13,306	2,052	36.90	4.34
VERMONT	4,084	9,500	8,940	4,856	-560	118.90	-5.89
VIRGINIA	74,048	115,769	124,046	49,998	8,277	67.52	7.15
WASHINGTON	54,778	86,470	91,537	36,759	5,067	67.11	5.86
WEST VIRGINIA	29,055	42,737	43,644	14,589	907	50.21	2.12
WISCONSIN	54,089	87,735	93,628	39,539	5,893	73.10	6.72
WYOMING	6,777	11,446	11,720	4,943	274	72.94	2.39
AMERICAN SAMOA	139	285	368	229	83	164.75	29.12
GUAM	2,322	1,441	1,457	-865	16	-37.25	1.11
NORTHERN MARIANAS	.	203	170	.	-33	.	-16.26
PALAU	1,120	202	186	-934	-16	-83.39	-7.92
VIRGIN ISLANDS	1,141	1,281	1,379	238	98	20.86	7.65
BUR. OF INDIAN AFFAIRS	.	6,365	6,578	.	213	.	3.35
U.S. AND OUTLYING AREAS	3,484,769	4,714,119	4,893,865	1,409,096	179,746	40.44	3.81
50 STATES, D.C. & P.R.	3,480,047	4,704,342	4,883,727	1,403,680	179,385	40.34	3.81

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4XXZZ1A)
18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	52,353	87,564	87,804	35,451	240	67.72	0.27
ALASKA	7,007	11,268	12,446	5,439	1,178	77.62	10.45
ARIZONA	41,123	54,372	57,688	16,565	3,316	40.28	6.10
ARKANSAS	24,264	41,323	43,222	18,958	1,899	78.13	4.60
CALIFORNIA	301,836	446,378	462,886	161,050	16,508	53.36	3.70
COLORADO	42,366	51,479	54,246	11,880	2,767	28.04	5.38
CONNECTICUT	58,171	56,300	58,252	81	1,952	0.14	3.47
DELAWARE	11,979	9,932	9,853	-2,126	-79	-17.75	-0.80
DISTRICT OF COLUMBIA	5,551	2,517	2,046	-3,505	-471	-63.14	-18.71
FLORIDA	106,268	228,931	237,287	131,019	8,356	123.29	3.65
GEORGIA	79,138	97,327	103,522	24,384	6,195	30.81	6.37
HAWAII	9,548	12,322	12,640	3,092	318	32.38	2.58
IDAHO	13,412	19,265	19,533	6,121	268	45.64	1.39
ILLINOIS	187,690	176,652	178,422	-9,268	1,770	-4.94	1.00
INDIANA	80,426	103,424	106,793	26,367	3,369	32.78	3.26
IOWA	45,929	54,614	55,735	9,806	1,121	21.35	2.05
KANSAS	33,230	40,162	41,365	8,135	1,203	24.48	3.00
KENTUCKY	52,926	66,789	66,371	13,445	-418	25.40	-0.63
LOUISIANA	77,169	67,582	69,876	-7,293	2,294	-9.45	3.39
MAINE	21,455	24,466	25,375	3,920	909	18.27	3.72
MARYLAND	79,144	80,294	82,507	3,363	2,213	4.25	2.76
MASSACHUSETTS	113,273	126,555	126,526	13,253	-29	11.70	-0.02
MICHIGAN	127,123	142,483	146,656	19,533	4,173	15.37	2.93
MINNESOTA	66,592	71,438	73,939	7,347	2,501	11.03	3.50
MISSISSIPPI	26,443	55,819	57,106	30,663	1,287	115.96	2.31
MISSOURI	84,525	97,161	99,831	15,306	2,670	18.11	2.75
MONTANA	7,645	15,778	16,516	8,871	738	116.04	4.68
NEBRASKA	22,256	30,732	33,156	10,900	2,424	48.98	7.89
NEVADA	9,395	18,139	20,092	10,697	1,953	113.86	10.77
NEW HAMPSHIRE	8,385	18,017	19,048	10,663	1,031	127.17	5.72
NEW JERSEY	132,769	163,604	167,319	34,550	3,715	26.02	2.27
NEW MEXICO	13,832	35,316	37,557	23,725	2,241	171.52	6.35
NEW YORK	214,522	277,521	285,836	71,314	8,315	33.24	3.00
NORTH CAROLINA	87,034	114,285	117,783	30,749	3,498	35.33	3.06
NORTH DAKOTA	8,070	10,894	10,961	2,891	67	35.82	0.62
OHIO	150,451	191,196	195,757	45,306	4,561	30.11	2.39
OKLAHOMA	39,898	61,912	64,273	24,375	2,361	61.09	3.81
OREGON	31,244	45,898	48,418	17,174	2,520	54.97	5.49
PENNSYLVANIA	182,012	176,977	171,207	-10,805	-5,770	-5.94	-3.26
PUERTO RICO	9,522	31,285	28,910	19,3[illegible]	-2,375	203.61	-7.59
RHODE ISLAND	13,928	18,842	19,345	5,417	503	38.89	2.67
SOUTH CAROLINA	65,670	70,045	70,418	4,748	373	7.23	0.53
SOUTH DAKOTA	8,741	12,416	12,639	3,898	223	44.59	1.80
TENNESSEE	89,849	99,389	103,311	13,462	3,922	14.98	3.95
TEXAS	193,937	328,323	348,705	154,768	20,382	79.80	6.21
UTAH	34,585	43,895	45,527	10,942	1,632	31.64	3.72
VERMONT	3,549	8,647	8,031	4,482	-616	126.29	-7.12
VIRGINIA	69,817	105,464	112,794	42,977	7,330	61.56	6.95
WASHINGTON	53,248	76,811	80,906	27,658	4,095	51.94	5.33
WEST VIRGINIA	28,221	39,483	40,057	11,836	574	41.94	1.45
WISCONSIN	50,058	76,890	81,454	31,396	4,564	62.72	5.94
WYOMING	6,440	10,112	10,336	3,896	224	60.50	2.22
AMERICAN SAMOA	131	250	334	203	84	154.96	33.60
GUAM	2,279	1,244	1,290	-989	46	-43.40	3.70
NORTHERN MARIANAS	.	178	155	.	-23	.	-12.92
PALAU	983	193	174	-809	-19	-82.30	-9.84
VIRGIN ISLANDS	1,141	1,201	1,303	162	102	14.20	8.49
BUR. OF INDIAN AFFAIRS	.	5,608	6,578	.	970	.	17.30
U.S. AND OUTLYING AREAS	3,288,553	4,316,962	4,452,117	1,163,564	135,155	35.38	3.13
50 STATES, D.C. & P.R.	3,284,019	4,308,288	4,442,283	1,158,264	133,995	35.27	3.11

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

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TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	5,407	35,020	36,718	31,311	1,698	579.08	4.85
ALASKA	3,873	7,202	7,813	3,940	611	101.73	8.48
ARIZONA	17,161	32,725	34,534	17,373	1,809	101.24	5.53
ARKANSAS	5,061	24,563	25 764	20,703	1,201	409.07	4.89
CALIFORNIA	73,416	273,840	283,717	210,301	9,877	286.45	3.61
COLORADO	16,360	28,974	31,173	14,813	2,199	90.54	7.59
CONNECTICUT	19,065	30,577	31,608	12,543	1,031	65.79	3.37
DELAWARE	4,345	6,921	6,986	2,641	65	60.78	0.94
DISTRICT OF COLUMBIA	1,591	1,936	1,593	2	-343	0.13	-17.72
FLORIDA	31,687	103,016	111,032	79,345	8,016	250.40	7.78
GEORGIA	15,558	31,594	34,092	18,534	2,498	119.13	7.91
HAWAII	4,867	7,240	7,326	2,459	86	50.52	1.19
IDAHO	5,551	11,730	11,842	6,291	112	113.33	0.95
ILLINOIS	51,644	97,374	98,347	46,703	973	90.43	1.00
INDIANA	5,381	45,075	47,419	42,038	2,344	781.23	5.20
IOWA	17,173	25,889	26,597	9,424	708	54.88	2.73
KANSAS	8,240	18,313	18,974	10,734	661	130.27	3.61
KENTUCKY	7,399	23,417	23,335	15,936	-82	215.38	-0.35
LOUISIANA	10,662	30,404	32,225	21,563	1,821	202.24	5.99
MAINE	7,125	11,728	12,172	5,047	444	70.84	3.79
MARYLAND	28,938	42,259	42,766	13,828	507	47.78	1.20
MASSACHUSETTS	17,795	46,433	77,459	59,664	31,026	335.29	66.82
MICHIGAN	27,226	74,144	76,419	49,193	2,275	180.68	3.07
MINNESOTA	21,236	31,797	32,711	11,475	914	54.04	2.87
MISSISSIPPI	2,728	29,247	30,561	27,833	1,314	1,020.27	4.49
MISSOURI	21,988	50,613	53,587	31,599	2,974	143.71	5.88
MONTANA	2,765	9,201	9,619	6,854	418	247.88	4.54
NEBRASKA	5,360	14,179	15,044	9,684	865	180.67	6.10
NEVADA	4,646	11,045	12,478	7,832	1,433	168.58	12.97
NEW HAMPSHIRE	3,059	11,171	11,471	8,412	300	274.99	2.69
NEW JERSEY	32,680	88,061	91,234	58,554	3,173	179.17	3.60
NEW MEXICO	6,137	17,516	18,538	12,401	1,022	202.07	5.83
NEW YORK	33,880	174,590	178,110	144,230	3,520	425.71	2.02
NORTH CAROLINA	17,501	54,629	55,891	38,390	1,262	219.36	2.31
NORTH DAKOTA	2,378	5,683	5,723	3,345	40	140.66	0.70
OHIO	32,334	76,010	77,854	45,520	1,844	140.78	2.43
OKLAHOMA	14,776	31,910	33,560	18,784	1,650	127.13	5.17
OREGON	10,905	28,078	29,779	18,874	1,701	173.08	6.06
PENNSYLVANIA	19,451	83,918	83,618	64,167	-300	329.89	-0.36
PUERTO RICO	972	10,252	10,246	9,274	-6	954.12	-0.06
RHODE ISLAND	4,430	12,345	12,465	8,035	120	181.38	0.97
SOUTH CAROLINA	10,777	30,189	31,084	20,307	895	188.43	2.96
SOUTH DAKOTA	1,166	6,130	6,472	5,306	342	455.06	5.58
TENNESSEE	34,923	54,455	56,468	21,545	2,013	61.69	3.70
TEXAS	48,469	196,501	210,111	161,642	13,610	333.50	6.93
UTAH	13,194	23,722	25,551	12,357	1,829	93.66	7.71
VERMONT	1,925	4,704	4,395	2,470	-309	128.31	-6.57
VIRGINIA	15,928	55,379	59,844	43,916	4,465	275.72	8.06
WASHINGTON	10,016	38,598	40,159	30,143	1,561	300.95	4.04
WEST VIRGINIA	5,713	18,593	18,762	13,049	169	228.41	0.91
WISCONSIN	14,199	25,912	27,416	13,217	1,504	93.08	5.80
WYOMING	3,034	5,555	5,521	2,487	-34	81.97	-0.61
AMERICAN SAMOA	37	0	159	122	159	329.73	100.00
GUAM	148	867	898	750	31	506.76	3.58
NORTHERN MARIANAS	.	84	80	.	-4	.	-4.76
PALAU	257	129	127	-130	-2	-50.58	-1.55
VIRGIN ISLANDS	176	323	464	288	141	163.64	43.65
BUR. OF INDIAN AFFAIRS	.	3,219	3,660	.	441	.	13.70
U.S. AND OUTLYING AREAS	782,713	2,214,979	2,333,571	1,550,858	118,592	198.14	5.35
50 STATES, D.C. & P.R.	782,095	2,210,357	2,328,183	1,546,088	117,826	197.69	5.33

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	14,010	19,248	17,779	3,769	-1,469	26.90	-7.63
ALASKA	1,621	2,459	2,678	1,057	219	65.21	8.91
ARIZONA	11,282	10,404	11,322	40	918	0.35	8.82
ARKANSAS	6,856	6,502	6,689	-167	187	-2.44	2.88
CALIFORNIA	109,617	100,287	102,956	-6,661	2,669	-6.08	2.66
COLORADO	12,358	8,098	8,212	-4,146	114	-33.55	1.41
CONNECTICUT	15,914	9,740	10,209	-5,705	469	-35.85	4.82
DELAWARE	3,003	1,608	1,506	-1,497	-102	-49.85	-6.34
DISTRICT OF COLUMBIA	1,989	330	296	-1,693	-34	-85.12	-10.30
FLORIDA	33,035	66,353	67,274	34,239	921	103.64	1.39
GEORGIA	21,181	21,688	22,930	1,749	1,242	8.26	5.73
HAWAII	2,359	2,036	2,054	-305	18	-12.93	0.88
IDAHO	3,031	3,592	3,566	535	-26	17.65	-0.72
ILLINOIS	66,172	51,241	51,753	-14,419	512	-21.79	1.00
INDIANA	47,848	34,877	34,602	-13,246	-275	-27.68	-0.79
IOWA	14,698	9,015	8,634	-6,064	-381	-41.26	-4.23
KANSAS	13,378	10,479	10,409	-2,969	-70	-22.19	-0.67
KENTUCKY	20,579	20,840	20,070	-509	-770	-2.47	-3.69
LOUISIANA	39,980	17,833	17,252	-22,728	-581	-56.85	-3.26
MAINE	5,595	5,896	6,118	523	222	9.35	3.77
MARYLAND	29,678	22,188	22,751	-6,927	563	-23.34	2.54
MASSACHUSETTS	33,665	27,209	19,734	-13,931	-7,475	-41.38	-27.47
MICHIGAN	56,929	32,989	33,447	-23,482	458	-41.25	1.39
MINNESOTA	23,621	13,142	13,217	-10,404	75	-44.05	0.57
MISSISSIPPI	8,923	17,738	17,549	8,626	-189	96.67	-1.07
MISSOURI	32,199	23,773	23,069	-9,130	-704	-28.35	-2.96
MONTANA	2,336	3,725	3,757	1,421	32	60.83	0.86
NEBRASKA	8,319	7,750	8,389	70	639	0.84	8.25
NEVADA	2,743	3,854	4,012	1,269	158	46.26	4.10
NEW HAMPSHIRE	1,239	3,615	4,028	2,789	413	225.10	11.42
NEW JERSEY	65,675	48,192	47,980	-17,695	-212	-26.94	-0.44
NEW MEXICO	1,709	10,699	11,313	9,604	614	561.97	5.74
NEW YORK	59,238	26,090	29,419	-29,819	3,329	-50.34	12.76
NORTH CAROLINA	23,653	24,236	24,877	1,224	641	5.17	2.64
NORTH DAKOTA	3,706	3,405	3,368	-338	-37	-9.12	-1.09
OHIO	55,467	50,736	51,288	-4,179	552	-7.53	1.09
OKLAHOMA	11,955	14,476	14,530	2,575	54	21.54	0.37
OREGON	9,691	12,828	13,137	3,446	309	35.56	2.41
PENNSYLVANIA	91,348	47,271	43,246	-48,102	-4,025	-52.66	-8.51
PUERTO RICO	187	1,459	1,690	1,503	231	803.74	15.83
RHODE ISLAND	4,662	3,429	3,696	-966	267	-20.72	7.79
SOUTH CAROLINA	20,371	18,749	17,969	-2,402	-780	-11.79	-4.16
SOUTH DAKOTA	5,667	3,619	3,531	-2,136	-88	-37.69	-2.43
TENNESSEE	25,444	23,801	24,411	-1,033	610	-4.06	2.56
TEXAS	65,363	61,679	63,020	-2,343	1,341	-3.58	2.17
UTAH	5,951	7,407	7,526	1,575	119	26.47	1.61
VERMONT	1,405	1,971	1,604	199	-367	14.16	-18.62
VIRGINIA	27,267	23,868	24,741	-2,526	873	-9.26	3.66
WASHINGTON	24,001	15,217	15,439	-8,562	222	-35.67	1.46
WEST VIRGINIA	9,335	10,554	10,990	1,655	436	17.73	4.13
WISCONSIN	12,696	15,367	15,716	3,020	349	23.79	2.27
WYOMING	1,582	2,709	2,819	1,237	110	78.19	4.06
AMERICAN SAMOA	0	64	72	72	8	100.00	12.50
GUAM	481	188	195	-286	7	-59.46	3.72
NORTHERN MARIANAS	.	16	12	.	-4	.	-25.00
PALAU	41	13	13	-28	0	-68.29	0.00
VIRGIN ISLANDS	325	208	111	-214	-97	-65.85	-46.63
BUR. OF INDIAN AFFAIRS	.	1,411	1,743	.	332	.	23.53
U.S. AND OUTLYING AREAS	1,171,378	988,171	990,718	-180,660	2,547	-15.42	0.26
50 STATES, D.C. & P.R.	1,170,531	986,271	988,572	-181,959	2,301	-15.54	0.23

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

MENTAL RETARDATION

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	30,650	24,774	24,541	-6,109	-233	-19.93	-0.94
ALASKA	860	338	413	-447	75	-51.98	22.19
ARIZONA	7,821	5,038	5,158	-2,663	120	-34.05	2.38
ARKANSAS	11,538	8,854	8,943	-2,595	89	-22.49	1.01
CALIFORNIA	37,439	24,678	25,757	-11,682	1,079	-31.20	4.37
COLORADO	6,518	2,091	2,151	-4,367	60	-67.00	2.87
CONNECTICUT	8,479	3,313	3,373	-5,106	60	-60.22	1.81
DELAWARE	2,207	603	668	-1,539	65	-69.73	10.78
DISTRICT OF COLUMBIA	1,251	110	62	-1,189	-48	-95.04	-43.64
FLORIDA	29,603	27,439	24,437	-5,166	-3,002	-17.45	-10.94
GEORGIA	30,276	22,232	22,980	-7,296	748	-24.10	3.36
HAWAII	1,970	1,208	1,319	-651	111	-33.05	9.19
IDAHO	3,306	2,540	2,620	-686	80	-20.75	3.15
ILLINOIS	39,109	12,139	12,262	-26,847	123	-68.65	1.01
INDIANA	23,631	15,587	15,828	-7,803	241	-33.02	1.55
IOWA	11,588	10,439	10,797	-791	358	-6.83	3.43
KANSAS	7,709	4,789	4,901	-2,808	112	-36.42	2.34
KENTUCKY	20,566	17,028	17,148	-3,418	120	-16.62	0.70
LOUISIANA	20,419	10,028	10,370	-10,049	342	-49.21	3.41
MAINE	4,785	1,636	1,501	-3,284	-135	-68.63	-8.25
MARYLAND	15,269	4,908	5,123	-10,146	215	-66.45	4.38
MASSACHUSETTS	28,318	27,328	12,197	-16,121	-15,131	-56.93	-55.37
MICHIGAN	23,110	12,257	12,803	-10,307	546	-44.60	4.45
MINNESOTA	13,691	9,813	9,783	-3,908	-30	-28.54	-0.31
MISSISSIPPI	14,169	6,928	6,947	-7,222	19	-50.97	0.27
MISSOURI	21,845	11,102	10,687	-11,158	-415	-51.08	-3.74
MONTANA	1,784	1,123	1,207	-577	84	-32.34	7.48
NEBRASKA	7,046	4,181	4,519	-2,527	338	-35.86	8.08
NEVADA	1,188	1,274	1,284	96	10	8.08	0.78
NEW HAMPSHIRE	2,303	689	706	-1,597	17	-69.34	2.47
NEW JERSEY	17,791	3,995	3,845	-13,946	-150	-78.39	-3.75
NEW MEXICO	4,140	1,842	1,936	-2,204	94	-53.24	5.10
NEW YORK	45,211	16,855	15,939	-29,272	-916	-64.75	-5.43
NORTH CAROLINA	41,965	19,526	20,460	-21,505	934	-51.25	4.78
NORTH DAKOTA	1,601	1,098	1,069	-532	-29	-33.23	-2.64
OHIO	54,567	41,482	43,509	-11,058	2,027	-20.26	4.89
OKLAHOMA	11,579	11,245	11,514	-65	269	-0.56	2.39
OREGON	5,137	1,439	1,584	-3,553	145	-69.16	10.08
PENNSYLVANIA	49,093	26,172	24,303	-24,790	-1,869	-50.50	-7.14
PUERTO RICO	7,263	14,609	12,935	5,672	-1,674	78.09	-11.46
RHODE ISLAND	2,113	948	939	-1,174	-9	-55.56	-0.95
SOUTH CAROLINA	27,468	13,564	13,873	-13,595	309	-49.49	2.28
SOUTH DAKOTA	1,310	1,368	1,311	1	-57	0.08	-4.17
TENNESSEE	22,004	12,218	12,279	-9,725	61	-44.20	0.50
TEXAS	36,422	22,376	22,563	-13,859	187	-38.05	0.84
UTAH	4,436	3,039	3,039	-1,397	0	-31.49	0.00
VERMONT	83	882	853	770	-29	927.71	-3.29
VIRGINIA	20,244	12,343	12,415	-7,829	72	-38.67	0.58
WASHINGTON	9,383	6,898	6,765	-2,618	-133	-27.90	-1.93
WEST VIRGINIA	11,279	7,446	7,293	-3,986	-153	-35.34	-2.05
WISCONSIN	16,217	4,152	4,187	-12,030	35	-74.18	0.84
WYOMING	964	603	614	-350	11	-36.31	1.82
AMERICAN SAMOA	65	169	60	-5	-109	-7.69	-64.50
GUAM	512	114	118	-394	4	-76.95	3.51
NORTHERN MARIANAS	.	22	18	.	-4	.	-18.18
PALAU	495	10	7	-488	-3	-98.59	-30.00
VIRGIN ISLANDS	500	590	599	99	9	19.80	1.53
BUR. OF INDIAN AFFAIRS	.	308	359	.	51	.	16.56
U.S. AND OUTLYING AREAS	820,290	499,780	484,871	-335,419	-14,909	-40.89	-2.98
50 STATES, D.C. & P.R.	818,718	498,567	483,710	-335,008	-14,857	-40.92	-2.98

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	803	5,019	5,118	4,315	99	537.36	1.97
ALASKA	234	565	646	412	81	176.07	14.34
ARIZONA	3,576	3,473	3,464	-112	-9	-3.13	-0.26
ARKANSAS	185	245	298	113	53	61.08	21.63
CALIFORNIA	20,766	13,507	14,163	-6,603	656	-31.80	4.86
COLORADO	4,434	7,987	8,064	3,630	77	81.87	0.96
CONNECTICUT	9,969	10,280	10,139	170	-141	1.71	-1.37
DELAWARE	2,366	622	521	-1,845	-101	-77.98	-16.24
DISTRICT OF COLUMBIA	447	76	48	-399	-28	-89.26	-36.84
FLORIDA	7,009	24,629	27,382	20,373	2,753	290.67	11.18
GEORGIA	8,271	19,373	20,264	11,993	891	145.00	4.60
HAWAII	136	1,046	1,124	988	78	726.47	7.46
IDAHO	505	374	369	-136	-5	-26.93	-1.34
ILLINOIS	24,803	12,267	12,390	-12,413	123	-50.05	1.00
INDIANA	1,073	5,722	6,302	5,229	580	487.33	10.14
IOWA	1,520	7,052	7,361	5,841	309	384.28	4.38
KANSAS	1,626	3,995	4,028	2,402	33	147.72	0.83
KENTUCKY	1,448	3,142	3,257	1,809	115	124.93	3.66
LOUISIANA	3,257	4,441	4,626	1,369	185	42.03	4.17
MAINE	2,501	3,487	3,625	1,124	138	44.94	3.96
MARYLAND	2,906	4,634	4,948	2,042	314	70.27	6.78
MASSACHUSETTS	19,676	17,855	10,699	-8,977	-7,156	-45.62	-40.08
MICHIGAN	11,947	15,595	15,585	3,638	-10	30.45	-0.06
MINNESOTA	4,237	12,892	13,854	9,617	962	226.98	7.46
MISSISSIPPI	38	207	229	191	22	502.63	10.63
MISSOURI	4,723	8,624	9,045	4,322	421	91.51	4.88
MONTANA	280	808	886	606	78	216.43	9.65
NEBRASKA	892	2,523	2,799	1,907	276	213.79	10.94
NEVADA	280	1,021	1,117	837	96	298.93	9.40
NEW HAMPSHIRE	465	1,746	1,771	1,306	25	280.86	1.43
NEW JERSEY	10,421	13,623	13,555	3,134	-68	30.07	-0.50
NEW MEXICO	1,225	3,247	3,511	2,286	264	186.61	8.13
NEW YORK	40,906	41,354	41,062	156	-292	0.38	-0.71
NORTH CAROLINA	1,420	9,370	9,460	8,040	90	566.20	0.96
NORTH DAKOTA	164	437	484	320	47	195.12	10.76
OHIO	1,574	9,419	9,703	8,129	284	516.45	3.02
OKLAHOMA	402	1,780	1,926	1,524	146	379.10	8.20
OREGON	2,096	2,319	2,491	395	172	18.85	7.42
PENNSYLVANIA	7,168	15,249	14,535	7,367	-714	102.78	-4.68
PUERTO RICO	306	886	695	389	-191	127.12	-21.56
RHODE ISLAND	887	1,396	1,473	586	77	66.07	5.52
SOUTH CAROLINA	3,961	5,180	5,057	1,096	-123	27.67	-2.37
SOUTH DAKOTA	110	455	463	353	8	320.91	1.76
TENNESSEE	1,936	2,383	2,590	654	207	33.78	8.69
TEXAS	8,127	27,666	29,621	21,494	1,955	264.48	7.07
UTAH	10,030	7,471	6,701	-3,329	-770	-33.19	-10.31
VERMONT	38	745	785	747	40	1,965.79	5.37
VIRGINIA	3,205	9,064	9,902	6,697	838	208.95	9.25
WASHINGTON	5,721	4,864	5,065	-656	201	-11.47	4.13
WEST VIRGINIA	585	2,091	2,101	1,516	10	259.15	0.48
WISCONSIN	4,299	11,458	12,053	7,754	595	180.37	5.19
WYOMING	389	619	673	284	54	73.01	8.72
AMERICAN SAMOA	0	1	26	26	25	100.00	2,500.00
GUAM	23	12	5	-18	-7	-78.26	-58.33
NORTHERN MARIANAS	.	5	2	.	-3	.	-60.00
PALAU	70	0	4	-66	4	-94.29	100.00
VIRGIN ISLANDS	45	26	33	-12	7	-26.67	26.92
BUR. OF INDIAN AFFAIRS	.	351	447	.	96	.	27.35
U.S. AND OUTLYING AREAS	245,481	364,678	368,545	123,064	3,867	50.13	1.06
50 STATES, D.C. & P.R.	245,343	364,283	368,028	122,685	3,745	50.01	1.03

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

MULTIPLE DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	.	1,012	1,137	.	125	.	12.35
ALASKA	.	352	392	.	40	.	11.36
ARIZONA	.	909	1,090	.	181	.	19.91
ARKANSAS	.	353	416	.	63	.	17.85
CALIFORNIA	.	5,567	5,271	.	-296	.	-5.32
COLORADO	.	2,739	2,690	.	-49	.	-1.79
CONNECTICUT	.	948	1,064	.	116	.	12.24
DELAWARE	.	15	0	.	-15	.	-100.00
DISTRICT OF COLUMBIA	.	0	3	.	3	.	100.00
FLORIDA	.	0	0	.	0	.	0.00
GEORGIA	.	0	0	.	0	.	0.00
HAWAII	.	144	126	.	-18	.	-12.50
IDAHO	.	211	282	.	71	.	33.65
ILLINOIS	.	0	0	.	0	.	0.00
INDIANA	.	327	346	.	19	.	5.81
IOWA	.	559	560	.	1	.	0.18
KANSAS	.	1,198	1,295	.	97	.	8.10
KENTUCKY	.	846	947	.	101	.	11.94
LOUISIANA	.	574	571	.	-3	.	-0.52
MAINE	.	891	1,013	.	122	.	13.69
MARYLAND	.	3,455	3,765	.	310	.	8.97
MASSACHUSETTS	.	2,671	2,157	.	-514	.	-19.24
MICHIGAN	.	84	149	.	65	.	77.38
MINNESOTA	.	0	0	.	0	.	0.00
MISSISSIPPI	.	269	269	.	0	.	0.00
MISSOURI	.	519	588	.	69	.	13.29
MONTANA	.	366	300	.	-66	.	-18.03
NEBRASKA	.	427	434	.	7	.	1.64
NEVADA	.	245	328	.	83	.	33.88
NEW HAMPSHIRE	.	104	111	.	7	.	6.73
NEW JERSEY	.	7,279	8,034	.	755	.	10.37
NEW MEXICO	.	692	765	.	73	.	10.55
NEW YORK	.	9,131	10,432	.	1,301	.	14.25
NORTH CAROLINA	.	970	984	.	14	.	1.44
NORTH DAKOTA	.	0	0	.	0	.	0.00
OHIO	.	6,361	6,212	.	-149	.	-2.34
OKLAHOMA	.	1,176	1,237	.	61	.	5.19
OREGON	.	0	0	.	0	.	0.00
PENNSYLVANIA	.	287	519	.	232	.	80.84
PUERTO RICO	.	1,123	1,013	.	-110	.	-9.80
RHODE ISLAND	.	104	120	.	16	.	15.38
SOUTH CAROLINA	.	256	249	.	-7	.	-2.73
SOUTH DAKOTA	.	348	372	.	24	.	6.90
TENNESSEE	.	1,465	1,602	.	137	.	9.35
TEXAS	.	2,541	2,784	.	243	.	9.56
UTAH	.	1,087	1,252	.	165	.	15.18
VERMONT	.	36	32	.	-4	.	-11.11
VIRGINIA	.	1,825	2,404	.	579	.	31.73
WASHINGTON	.	2,127	2,042	.	-85	.	-4.00
WEST VIRGINIA	.	0	0	.	0	.	0.00
WISCONSIN	.	18,784	20,559	.	1,775	.	9.45
WYOMING	.	0	0	.	0	.	0.00
AMERICAN SAMOA	.	1	3	.	2	.	200.00
GUAM	.	17	16	.	-1	.	-5.88
NORTHERN MARIANAS	.	25	28	.	3	.	12.00
PALAU	.	3	2	.	-1	.	-33.33
VIRGIN ISLANDS	.	19	40	.	21	.	110.53
BUR. OF INDIAN AFFAIRS	.	194	174	.	-20	.	-10.31
U.S. AND OUTLYING AREAS	.	80,636	86,179	.	5,543	.	6.87
50 STATES, D.C. & P.R.	.	80,377	85,916	.	5,539	.	6.89

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

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TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

HEARING IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	334	747	704	370	-43	110.78	-5.76
ALASKA	266	107	148	-118	41	-44.36	38.32
ARIZONA	371	652	734	363	82	97.84	12.58
ARKANSAS	160	308	298	138	-10	86.25	-3.25
CALIFORNIA	5,524	6,472	6,863	1,339	391	24.24	6.04
COLORADO	881	640	689	-192	49	-21.79	7.66
CONNECTICUT	1,154	603	609	-545	6	-47.23	1.00
DELAWARE	28	71	79	51	8	182.14	11.27
DISTRICT OF COLUMBIA	203	25	11	-192	-14	-94.58	-56.00
FLORIDA	1,366	1,003	847	-519	-156	-37.99	-15.55
GEORGIA	1,396	786	863	-533	77	-38.18	9.80
HAWAII	160	230	237	77	7	48.13	3.04
IDAHO	238	208	205	-33	-3	-13.87	-1.44
ILLINOIS	1,508	1,045	1,057	-451	12	-29.91	1.15
INDIANA	880	759	862	-18	103	-2.05	13.57
IOWA	506	629	638	132	9	26.09	1.43
KANSAS	1,497	376	383	-1,114	7	-74.42	1.86
KENTUCKY	721	485	481	-240	-4	-33.29	-0.82
LOUISIANA	710	987	997	287	10	40.42	1.01
MAINE	391	233	236	-155	3	-39.64	1.29
MARYLAND	1,031	844	842	-189	-2	-18.33	-0.24
MASSACHUSETTS	5,188	1,598	1,190	-3,998	-408	-77.06	-25.53
MICHIGAN	2,498	2,330	2,388	-110	58	-4.40	2.49
MINNESOTA	1,168	1,231	1,295	127	64	10.87	5.20
MISSISSIPPI	347	351	389	42	38	12.10	10.83
MISSOURI	1,040	815	874	-166	59	-15.96	7.24
MONTANA	232	190	187	-45	-3	-19.40	-1.58
NEBRASKA	268	488	530	262	42	97.76	8.61
NEVADA	135	178	202	67	24	49.63	13.48
NEW HAMPSHIRE	261	64	43	-218	-21	-83.52	-32.81
NEW JERSEY	2,104	1,058	1,028	-1,076	-30	-51.14	-2.84
NEW MEXICO	179	331	339	160	8	89.39	2.42
NEW YORK	4,114	2,638	2,756	-1,358	118	-33.01	4.47
NORTH CAROLINA	926	1,394	1,393	467	-1	50.43	-0.07
NORTH DAKOTA	76	96	87	11	-9	14.47	-9.38
OHIO	2,241	2,282	2,085	-156	-197	-6.96	-8.63
OKLAHOMA	449	538	559	110	21	24.50	3.90
OREGON	517	88	85	-432	-3	-83.56	-3.41
PENNSYLVANIA	3,842	2,377	2,021	-1,821	-356	-47.40	-14.98
PUERTO RICO	590	908	727	137	-181	23.22	-19.93
RHODE ISLAND	176	156	55	-121	-101	-68.75	-64.74
SOUTH CAROLINA	1,100	817	794	-306	-23	-27.82	-2.82
SOUTH DAKOTA	74	213	151	77	-62	104.05	-29.11
TENNESSEE	1,575	1,010	1,058	-517	48	-32.83	4.75
TEXAS	2,000	1,138	1,383	-617	245	-30.85	21.53
UTAH	385	351	351	-34	0	-8.83	0.00
VERMONT	27	97	112	85	15	314.81	15.46
VIRGINIA	1,130	1,057	1,045	-85	-12	-7.52	-1.14
WASHINGTON	1,852	1,789	1,968	116	179	6.26	10.01
WEST VIRGINIA	342	279	294	-48	15	-14.04	5.38
WISCONSIN	826	253	293	-533	40	-64.53	15.81
WYOMING	129	141	142	13	1	10.08	0.71
AMERICAN SAMOA	23	14	12	-11	-2	-47.83	-14.29
GUAM	1,087	4	5	-1,082	1	-99.54	25.00
NORTHERN MARIANAS	.	13	9	.	-4	.	-30.77
PALAU	53	23	5	-48	-18	-90.57	-78.26
VIRGIN ISLANDS	63	20	23	-40	3	-63.49	15.00
BUR. OF INDIAN AFFAIRS	.	52	46	.	-6	.	-11.54
U.S. AND OUTLYING AREAS	56,342	43,592	43,707	-12,635	115	-22.43	0.26
50 STATES, D.C. & P.R.	55,116	43,466	43,607	-11,509	141	-20.88	0.32

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

ORTHOPEDIC IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	591	462	469	-122	7	-20.64	1.52
ALASKA	34	70	73	39	3	114.71	4.29
ARIZONA	300	643	647	347	4	115.67	0.62
ARKANSAS	165	92	93	-72	1	-43.64	1.09
CALIFORNIA	25,136	7,661	8,427	-16,709	766	-66.47	10.00
COLORADO	1,478	714	962	-516	248	-34.91	34.73
CONNECTICUT	924	230	247	-677	17	-73.27	7.39
DELAWARE	9	53	54	45	1	500.00	1.89
DISTRICT OF COLUMBIA	10	13	7	-3	-6	-30.00	-46.15
FLORIDA	1,809	2,894	3,231	1,422	337	78.61	11.64
GEORGIA	599	646	682	83	36	13.86	5.57
HAWAII	16	131	111	95	-20	593.75	-15.27
IDAHO	555	179	161	-394	-18	-70.99	-10.06
ILLINOIS	955	928	938	-17	10	-1.78	1.08
INDIANA	545	547	521	-24	-26	-4.40	-4.75
IOWA	338	857	907	569	50	168.34	5.83
KANSAS	255	304	359	104	55	40.78	18.09
KENTUCKY	385	389	387	2	-2	0.52	-0.51
LOUISIANA	349	965	964	615	-1	176.22	-0.10
MAINE	250	163	148	-102	-15	-40.80	-9.20
MARYLAND	755	550	537	-218	-13	-28.87	-2.36
MASSACHUSETTS	4,339	1,074	769	-3,570	-305	-82.28	-28.40
MICHIGAN	3,050	4,140	4,836	1,786	696	58.56	16.81
MINNESOTA	818	1,225	1,188	370	-37	45.23	-3.02
MISSISSIPPI	51	928	1,008	957	80	1,876.47	8.62
MISSOURI	1,005	719	660	-345	-59	-34.33	-8.21
MONTANA	56	81	96	40	15	71.43	18.52
NEBRASKA	231	410	521	290	111	125.54	27.07
NEVADA	163	306	65	-98	-241	-60.12	-78.76
NEW HAMPSHIRE	152	135	136	-16	1	-10.53	0.74
NEW JERSEY	1,644	514	519	-1,125	5	-68.43	0.97
NEW MEXICO	342	614	554	212	-60	61.99	-9.77
NEW YORK	4,235	1,489	1,707	-2,528	218	-59.69	14.64
NORTH CAROLINA	647	951	888	241	-63	37.25	-6.62
NORTH DAKOTA	65	58	64	-1	6	-1.54	10.34
OHIO	2,605	3,969	2,134	-471	-1,835	-18.08	-46.23
OKLAHOMA	431	277	309	-122	32	-28.31	11.55
OREGON	548	385	379	-169	-6	-30.84	-1.56
PENNSYLVANIA	2,537	642	1,154	-1,383	512	-54.51	79.75
PUERTO RICO	86	473	371	285	-102	331.40	-21.56
RHODE ISLAND	160	139	146	-14	7	-8.75	5.04
SOUTH CAROLINA	752	732	752	0	20	0.00	2.73
SOUTH DAKOTA	93	117	128	35	11	37.63	9.40
TENNESSEE	1,111	1,070	1,030	-81	-40	-7.29	-3.74
TEXAS	6,257	3,880	4,117	-2,140	237	-34.20	6.11
UTAH	245	187	187	-58	0	-23.67	0.00
VERMONT	15	54	57	42	3	280.00	5.56
VIRGINIA	787	766	727	-60	-39	-7.62	-5.09
WASHINGTON	1,288	1,021	1,053	-235	32	-18.25	3.13
WEST VIRGINIA	333	284	266	-67	-18	-20.12	-6.34
WISCONSIN	987	506	538	-449	32	-45.49	6.32
WYOMING	75	164	159	84	-5	112.00	-3.05
AMERICAN SAMOA	0	1	0	0	-1	0.00	-100.00
GUAM	2	19	20	18	1	900.00	5.26
NORTHERN MARIANAS	.	5	4	.	-1	.	-20.00
PALAU	4	7	6	2	-1	50.00	-14.29
VIRGIN ISLANDS	21	5	7	-14	2	-66.67	40.00
BUR. OF INDIAN AFFAIRS	.	22	18	.	-4	.	-18.18
U.S. AND OUTLYING AREAS	70,593	45,860	46,498	-24,095	638	-34.13	1.39
50 STATES, D.C. & P.R.	70,566	45,801	46,443	-24,123	642	-34.19	1.40

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	392	947	924	532	-23	135.71	-2.43
ALASKA	68	137	210	142	73	208.82	53.28
ARIZONA	427	106	253	-174	147	-40.75	138.68
ARKANSAS	207	311	588	381	277	184.06	89.07
CALIFORNIA	27,198	11,428	10,761	-16,437	-667	-60.43	-5.84
COLORADO	0	0	0	0	0	0.00	0.00
CONNECTICUT	2,149	436	763	-1,386	327	-64.50	75.00
DELAWARE	15	8	0	-15	-8	-100.00	-100.00
DISTRICT OF COLUMBIA	45	3	7	-38	4	-84.44	133.33
FLORIDA	1,187	2,832	1,737	550	-1,095	46.34	-38.67
GEORGIA	1,271	687	1,003	-268	316	-21.09	46.00
HAWAII	16	236	227	211	-9	1,318.75	-3.81
IDAHO	103	319	339	236	20	229.13	6.27
ILLINOIS	2,681	961	971	-1,710	10	-63.78	1.04
INDIANA	697	0	186	-511	186	-73.31	100.00
IOWA	1	0	0	-1	0	-100.00	0.00
KANSAS	310	551	690	380	139	122.58	25.23
KENTUCKY	1,521	301	347	-1,174	46	-77.19	15.28
LOUISIANA	1,523	1,972	2,077	554	105	36.38	5.32
MAINE	644	286	387	-257	101	-39.91	35.31
MARYLAND	93	1,125	1,393	1,300	268	1,397.85	23.82
MASSACHUSETTS	2,288	1,542	1,013	-1,275	-529	-55.73	-34.31
MICHIGAN	1,338	0	0	-1,338	0	-100.00	0.00
MINNESOTA	1,348	796	1,241	-107	445	-7.94	55.90
MISSISSIPPI	149	0	0	-149	0	-100.00	0.00
MISSOURI	1,284	345	536	-748	191	-58.26	55.36
MONTANA	85	216	305	220	89	258.82	41.20
NEBRASKA	43	599	706	663	107	1,541.86	17.86
NEVADA	176	126	491	315	365	178.98	289.68
NEW HAMPSHIRE	807	476	771	-36	295	-4.46	61.97
NEW JERSEY	1,896	580	543	-1,353	-37	-71.36	-6.38
NEW MEXICO	22	185	401	379	216	1,722.73	116.76
NEW YORK	23,321	4,223	3,667	-19,654	-556	-84.28	-13.17
NORTH CAROLINA	401	1,946	2,468	2,067	522	515.46	26.82
NORTH DAKOTA	45	68	106	61	38	135.56	55.88
OHIO	724	0	2,087	1,363	2,087	188.26	100.00
OKLAHOMA	193	252	323	130	71	67.36	28.17
OREGON	2,090	721	878	-1,212	157	-57.99	21.78
PENNSYLVANIA	5,914	36	89	-5,825	53	-98.50	147.22
PUERTO RICO	50	624	490	440	-134	880.00	-21.47
RHODE ISLAND	1,429	234	347	-1,082	113	-75.72	48.29
SOUTH CAROLINA	530	110	156	-374	46	-70.57	41.82
SOUTH DAKOTA	310	67	84	-226	17	-72.90	25.37
TENNESSEE	2,106	1,865	2,736	630	871	29.91	46.70
TEXAS	26,246	10,971	11,954	-14,292	983	-54.45	8.96
UTAH	206	449	406	200	-43	97.09	-9.58
VERMONT	31	133	153	122	20	393.55	15.04
VIRGINIA	764	570	1,071	307	501	40.18	87.89
WASHINGTON	554	6,006	7,171	6,617	1,165	1,194.40	19.40
WEST VIRGINIA	400	14	90	-310	76	-77.50	542.86
WISCONSIN	462	280	407	-55	127	-11.90	45.36
WYOMING	107	272	323	216	51	201.87	18.75
AMERICAN SAMOA	3	0	1	-2	1	-66.67	100.00
GUAM	20	19	25	5	6	25.00	31.58
NORTHERN MARIANAS	.	7	0	.	-7	.	-100.00
PALAU	26	4	4	-22	0	-84.62	0.00
VIRGIN ISLANDS	0	1	7	7	6	100.00	600.00
BUR. OF INDIAN AFFAIRS	.	35	69	.	34	.	97.14
U.S. AND OUTLYING AREAS	115,916	56,418	63,982	-51,934	7,564	-44.80	13.41
50 STATES, D.C. & P.R.	115,867	56,352	63,876	-51,991	7,524	-44.87	13.35

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18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

VISUAL IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1991-92	1992-93	1976-77 - 1992-93	1991-92 - 1992-93	1976-77 - 1992-93	1991-92 - 1992-93
ALABAMA	168	317	286	118	-31	70.24	-9.78
ALASKA	53	30	33	-20	3	-37.74	10.00
ARIZONA	187	251	271	84	20	44.92	7.97
ARKANSAS	94	60	73	-21	13	-22.34	21.67
CALIFORNIA	2,742	2,825	3,037	295	212	10.76	7.50
COLORADO	339	220	222	-117	2	-34.51	0.91
CONNECTICUT	520	34	29	-491	-5	-94.42	-14.71
DELAWARE	7	24	22	15	-2	214.29	-8.33
DISTRICT OF COLUMBIA	17	24	19	2	-5	11.76	-20.83
FLORIDA	574	745	751	177	6	30.84	0.81
GEORGIA	589	319	338	-251	19	-42.61	5.96
HAWAII	24	51	51	27	0	112.50	0.00
IDAHO	124	67	72	-52	5	-41.94	7.46
ILLINOIS	820	681	688	-132	7	-16.10	1.03
INDIANA	373	331	341	-32	10	-8.58	3.02
IOWA	106	147	130	24	-17	22.64	-11.56
KANSAS	217	151	147	-70	-4	-32.26	-2.65
KENTUCKY	309	332	324	15	-8	4.85	-2.41
LOUISIANA	272	376	374	102	-2	37.50	-0.53
MAINE	165	96	94	-71	-2	-43.03	-2.08
MARYLAND	475	320	319	-156	-1	-32.84	-0.31
MASSACHUSETTS	2,005	782	530	-1,475	-252	-73.57	-32.23
MICHIGAN	1,027	725	741	-286	16	-27.85	2.21
MINNESOTA	474	296	292	-182	-4	-38.40	-1.35
MISSISSIPPI	39	144	147	108	3	276.92	2.08
MISSOURI	444	283	300	-144	17	-32.43	6.01
MONTANA	108	66	75	-33	9	-30.56	13.64
NEBRASKA	99	172	207	108	35	109.09	20.35
NEVADA	66	88	88	22	0	33.33	0.00
NEW HAMPSHIRE	101	17	11	-90	-6	-89.11	-35.29
NEW JERSEY	561	102	92	-469	-10	-83.60	-9.80
NEW MEXICO	79	163	153	74	-10	93.67	-6.13
NEW YORK	3,618	1,099	1,018	-2,600	-81	-71.86	-7.37
NORTH CAROLINA	522	541	546	24	5	4.60	0.92
NORTH DAKOTA	36	45	40	4	-5	11.11	-11.11
OHIO	941	906	832	-109	-74	-11.58	-8.17
OKLAHOMA	114	226	226	112	0	98.25	0.00
OREGON	264	14	15	-249	1	-94.32	7.14
PENNSYLVANIA	2,661	1,022	1,017	-1,644	-5	-61.78	-0.49
PUERTO RICO	70	543	429	359	-114	512.86	-20.99
RHODE ISLAND	72	77	69	-3	-8	-4.17	-10.39
SOUTH CAROLINA	713	321	316	-397	-5	-55.68	-1.56
SOUTH DAKOTA	13	54	59	46	5	353.85	9.26
TENNESSEE	751	760	735	-16	-25	-2.13	-3.29
TEXAS	1,054	1,545	1,607	553	62	52.47	4.01
UTAH	140	139	159	19	20	13.57	14.39
VERMONT	26	24	26	0	2	0.00	8.33
VIRGINIA	495	95	57	-438	-38	-88.48	-40.00
WASHINGTON	776	272	268	-508	-4	-65.46	-1.47
WEST VIRGINIA	235	137	130	-105	-7	-44.68	-5.11
WISCONSIN	373	173	239	-134	66	-35.92	38.15
WYOMING	163	47	54	-109	7	-66.87	14.89
AMERICAN SAMOA	3	0	1	-2	1	-66.67	100.00
GUAM	8	3	4	-4	1	-50.00	33.33
NORTHERN MARIANAS	.	0	1	.	1	.	100.00
PALAU	39	4	5	-34	1	-87.18	25.00
VIRGIN ISLANDS	11	4	5	-6	1	-54.55	25.00
BUR. OF INDIAN AFFAIRS	.	16	14	.	-2	.	-12.50
U.S. AND OUTLYING AREAS	26,276	18,306	18,129	-8,147	-177	-31.01	-0.97
50 STATES, D.C. & P.R.	26,215	18,279	18,099	-8,116	-180	-30.96	-0.98

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
18OCT93

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TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

AUTISM

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	.	3	68	.	65	.	2,166.67
ALASKA	.	2	8	.	6	.	300.00
ARIZONA	.	163	199	.	36	.	22.09
ARKANSAS	.	23	30	.	7	.	30.43
CALIFORNIA	.	0	1,605	.	1,605	.	100.00
COLORADO	.	0	14	.	14	.	100.00
CONNECTICUT	.	123	164	.	41	.	33.33
DELAWARE	.	4	15	.	11	.	275.00
DISTRICT OF COLUMBIA	.	0	0	.	0	.	0.00
FLORIDA	.	0	582	.	582	.	100.00
GEORGIA	.	0	262	.	262	.	100.00
HAWAII	.	0	52	.	52	.	100.00
IDAHO	.	23	39	.	16	.	69.57
ILLINOIS	.	5	5	.	0	.	0.00
INDIANA	.	171	273	.	102	.	59.65
IOWA	.	0	67	.	57	.	100.00
KANSAS	.	0	74	.	74	.	100.00
KENTUCKY	.	0	38	.	38	.	100.00
LOUISIANA	.	0	409	.	409	.	100.00
MAINE	.	25	37	.	12	.	48.00
MARYLAND	.	0	28	.	28	.	100.00
MASSACHUSETTS	.	0	493	.	493	.	100.00
MICHIGAN	.	219	288	.	69	.	31.51
MINNESOTA	.	231	296	.	65	.	28.14
MISSISSIPPI	.	0	0	.	0	.	0.00
MISSOURI	.	271	336	.	65	.	23.99
MONTANA	.	0	20	.	20	.	100.00
NEBRASKA	.	0	4	.	4	.	100.00
NEVADA	.	0	5	.	5	.	100.00
NEW HAMPSHIRE	.	0	0	.	0	.	0.00
NEW JERSEY	.	196	446	.	250	.	127.55
NEW MEXICO	.	22	16	.	-6	.	-27.27
NEW YORK	.	0	1,648	.	1,648	.	100.00
NORTH CAROLINA	.	717	786	.	69	.	9.62
NORTH DAKOTA	.	0	9	.	9	.	100.00
OHIO	.	0	22	.	22	.	100.00
OKLAHOMA	.	0	31	.	31	.	100.00
OREGON	.	26	37	.	11	.	42.31
PENNSYLVANIA	.	0	346	.	346	.	100.00
PUERTO RICO	.	316	266	.	-50	.	-15.82
RHODE ISLAND	.	7	19	.	12	.	171.43
SOUTH CAROLINA	.	115	141	.	26	.	22.61
SOUTH DAKOTA	.	26	36	.	10	.	38.46
TENNESSEE	.	285	304	.	19	.	6.67
TEXAS	.	0	1,444	.	1,444	.	100.00
UTAH	.	0	105	.	105	.	100.00
VERMONT	.	0	6	.	6	.	100.00
VIRGINIA	.	490	539	.	49	.	10.00
WASHINGTON	.	0	476	.	476	.	100.00
WEST VIRGINIA	.	75	101	.	26	.	34.67
WISCONSIN	.	0	18	.	18	.	100.00
WYOMING	.	0	15	.	15	.	100.00
AMERICAN SAMOA	.	0	0	.	0	.	0.00
GUAM	.	0	0	.	0	.	0.00
NORTHERN MARIANAS	.	1	1	.	0	.	0.00
PALAU	.	0	0	.	0	.	0.00
VIRGIN ISLANDS	.	0	5	.	5	.	100.00
BUR. OF INDIAN AFFAIRS	.	0	10	.	10	.	100.00
U.S. AND OUTLYING AREAS	.	3,539	12,238	.	8,699	.	245.80
50 STATES, D.C. & P.R.	.	3,538	12,222	.	8,684	.	245.45

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18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

DEAF-BLINDNESS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	.	8	5	.	-3	.	-37.50
ALASKA	.	4	22	.	18	.	450.00
ARIZONA	.	0	0	.	0	.	0.00
ARKANSAS	.	0	0	.	0	.	0.00
CALIFORNIA	.	113	116	.	3	.	2.65
COLORADO	.	16	30	.	14	.	87.50
CONNECTICUT	.	3	5	.	2	.	66.67
DELAWARE	.	2	2	.	0	.	0.00
DISTRICT OF COLUMBIA	.	0	0	.	0	.	0.00
FLORIDA	.	20	14	.	-6	.	-30.00
GEORGIA	.	2	7	.	5	.	250.00
HAWAII	.	0	4	.	4	.	100.00
IDAHO	.	8	9	.	1	.	12.50
ILLINOIS	.	6	6	.	0	.	0.00
INDIANA	.	28	22	.	-6	.	-21.43
IOWA	.	27	29	.	2	.	7.41
KANSAS	.	6	8	.	2	.	33.33
KENTUCKY	.	9	4	.	-5	.	-55.56
LOUISIANA	.	2	4	.	2	.	100.00
MAINE	.	3	3	.	0	.	0.00
MARYLAND	.	11	14	.	3	.	27.27
MASSACHUSETTS	.	63	37	.	-26	.	-41.27
MICHIGAN	.	0	0	.	0	.	0.00
MINNESOTA	.	15	14	.	-1	.	-6.67
MISSISSIPPI	.	7	7	.	0	.	0.00
MISSOURI	.	62	77	.	15	.	24.19
MONTANA	.	2	24	.	22	.	1,100.00
NEBRASKA	.	3	3	.	0	.	0.00
NEVADA	.	2	4	.	2	.	100.00
NEW HAMPSHIRE	.	0	0	.	0	.	0.00
NEW JERSEY	.	4	4	.	0	.	0.00
NEW MEXICO	.	2	1	.	-1	.	-50.00
NEW YORK	.	52	37	.	-15	.	-28.85
NORTH CAROLINA	.	5	6	.	1	.	20.00
NORTH DAKOTA	.	4	4	.	0	.	0.00
OHIO	.	31	8	.	-23	.	-74.19
OKLAHOMA	.	32	34	.	2	.	6.25
OREGON	.	0	2	.	2	.	100.00
PENNSYLVANIA	.	3	3	.	0	.	0.00
PUERTO RICO	.	86	35	.	-51	.	-59.30
RHODE ISLAND	.	4	3	.	-1	.	-25.00
SOUTH CAROLINA	.	5	7	.	2	.	40.00
SOUTH DAKOTA	.	7	8	.	1	.	14.29
TENNESSEE	.	12	9	.	-3	.	-25.00
TEXAS	.	26	47	.	21	.	80.77
UTAH	.	43	31	.	-12	.	-27.91
VERMONT	.	1	0	.	-1	.	-100.00
VIRGINIA	.	2	4	.	2	.	100.00
WASHINGTON	.	19	15	.	-4	.	-21.05
WEST VIRGINIA	.	1	0	.	-1	.	-100.00
WISCONSIN	.	5	7	.	2	.	40.00
WYOMING	.	2	1	.	-1	.	-50.00
AMERICAN SAMOA	.	0	0	.	0	.	0.00
GUAM	.	1	1	.	0	.	0.00
NORTHERN MARIANAS	.	0	0	.	0	.	0.00
PALAU	.	0	1	.	1	.	100.00
VIRGIN ISLANDS	.	5	8	.	3	.	60.00
BUR. OF INDIAN AFFAIRS	.	0	27	.	27	.	100.00
U.S. AND OUTLYING AREAS	.	774	773	.	-1	.	-0.13
50 STATES, D.C. & P.R.	.	768	736	.	-32	.	-4.17

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DATA AS OF OCTOBER 1, 1993.

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18OCT93

TABLE AA22

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

TRAUMATIC BRAIN INJURY

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1991-92	NUMBER SERVED 1992-93	CHANGE IN NUMBER SERVED 1976-77 - 1992-93	CHANGE IN NUMBER SERVED 1991-92 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1992-93	PERCENTAGE CHANGE IN NUMBER SERVED 1991-92 - 1992-93
ALABAMA	.	7	55	.	48	.	685.71
ALASKA	.	2	10	.	8	.	400.00
ARIZONA	.	8	16	.	8	.	100.00
ARKANSAS	.	12	30	.	18	.	150.00
CALIFORNIA	.	0	213	.	213	.	100.00
COLORADO	.	0	39	.	39	.	100.00
CONNECTICUT	.	13	42	.	29	.	223.08
DELAWARE	.	1	0	.	-1	.	-100.00
DISTRICT OF COLUMBIA	.	0	0	.	0	.	0.00
FLORIDA	.	0	0	.	0	.	0.00
GEORGIA	.	0	101	.	101	.	100.00
HAWAII	.	0	9	.	9	.	100.00
IDAHO	.	14	29	.	15	.	107.14
ILLINOIS	.	5	5	.	0	.	0.00
INDIANA	.	0	91	.	91	.	100.00
IOWA	.	0	15	.	15	.	100.00
KANSAS	.	0	97	.	97	.	100.00
KENTUCKY	.	0	33	.	33	.	100.00
LOUISIANA	.	0	7	.	7	.	100.00
MAINE	.	22	41	.	19	.	86.36
MARYLAND	.	0	21	.	21	.	100.00
MASSACHUSETTS	.	0	248	.	248	.	100.00
MICHIGAN	.	0	0	.	0	.	0.00
MINNESOTA	.	0	48	.	48	.	100.00
MISSISSIPPI	.	0	0	.	0	.	0.00
MISSOURI	.	35	72	.	37	.	105.71
MONTANA	.	0	40	.	40	.	100.00
NEBRASKA	.	0	0	.	0	.	0.00
NEVADA	.	0	18	.	18	.	100.00
NEW HAMPSHIRE	.	0	0	.	0	.	0.00
NEW JERSEY	.	0	39	.	39	.	100.00
NEW MEXICO	.	3	30	.	27	.	900.00
NEW YORK	.	0	41	.	41	.	100.00
NORTH CAROLINA	.	0	24	.	24	.	100.00
NORTH DAKOTA	.	0	7	.	7	.	100.00
OHIO	.	0	23	.	23	.	100.00
OKLAHOMA	.	0	24	.	24	.	100.00
OREGON	.	0	31	.	31	.	100.00
PENNSYLVANIA	.	0	356	.	356	.	100.00
PUERTO RICO	.	6	13	.	7	.	116.67
RHODE ISLAND	.	3	13	.	10	.	333.33
SOUTH CAROLINA	.	7	20	.	13	.	185.71
SOUTH DAKOTA	.	12	24	.	12	.	100.00
TENNESSEE	.	65	89	.	24	.	36.92
TEXAS	.	0	54	.	54	.	100.00
UTAH	.	0	219	.	219	.	100.00
VERMONT	.	0	8	.	8	.	100.00
VIRGINIA	.	5	45	.	40	.	800.00
WASHINGTON	.	0	485	.	485	.	100.00
WEST VIRGINIA	.	9	30	.	21	.	233.33
WISCONSIN	.	0	21	.	21	.	100.00
WYOMING	.	0	15	.	15	.	100.00
AMERICAN SAMOA	.	0	0	.	0	.	0.00
GUAM	.	0	3	.	3	.	100.00
NORTHERN MARIANAS	.	0	0	.	0	.	0.00
PALAU	.	0	0	.	0	.	0.00
VIRGIN ISLANDS	.	0	1	.	1	.	100.00
BUR. OF INDIAN AFFAIRS	.	0	11	.	11	.	100.00
U.S. AND OUTLYING AREAS	.	229	2,906	.	2,677	.	1,169.00
50 STATES, D.C. & P.R.	.	229	2,891	.	2,662	.	1,162.45

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TABLE AA23

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	8.26	0.16	8.42
ALASKA	7.57	1.86	9.42
ARIZONA	5.97	0.16	6.13
ARKANSAS	7.17	0.54	7.71
CALIFORNIA	6.06	0.05	6.11
COLORADO	6.32	0.42	6.74
CONNECTICUT	8.07	0.58	8.66
DELAWARE	6.50	1.43	7.93
DISTRICT OF COLUMBIA	1.83	3.78	5.61
FLORIDA	7.97	0.28	8.25
GEORGIA	5.98	0.13	6.11
HAWAII	4.48	0.34	4.82
IDAHO	6.48	0.35	6.83
ILLINOIS	6.42	1.57	7.99
INDIANA	7.39	0.54	7.93
IOWA	7.85	0.18	8.03
KANSAS	6.48	0.41	6.89
KENTUCKY	7.58	0.26	7.84
LOUISIANA	5.99	0.34	6.33
MAINE	8.54	0.31	8.84
MARYLAND	7.23	0.38	7.60
MASSACHUSETTS	9.41	1.45	10.86
MICHIGAN	6.15	0.58	6.73
MINNESOTA	6.70	0.22	6.92
MISSISSIPPI	7.73	0.10	7.83
MISSOURI	7.49	0.23	7.72
MONTANA	7.75	0.20	7.95
NEBRASKA	7.85	0.19	8.04
NEVADA	6.66	0.20	6.85
NEW HAMPSHIRE	6.99	0.65	7.64
NEW JERSEY	9.52	0.33	9.85
NEW MEXICO	8.45	0.06	8.52
NEW YORK	6.96	0.39	7.35
NORTH CAROLINA	7.29	0.13	7.43
NORTH DAKOTA	6.50	0.48	6.99
OHIO	7.09	0.18	7.27
OKLAHOMA	7.66	0.20	7.86
OREGON	6.70	1.40	8.09
PENNSYLVANIA	6.19	0.75	6.94
PUERTO RICO	.	.	.
RHODE ISLAND	8.54	0.50	9.03
SOUTH CAROLINA	7.79	0.17	7.97
SOUTH DAKOTA	7.01	0.30	7.31
TENNESSEE	8.42	0.21	8.63
TEXAS	7.16	0.29	7.45
UTAH	7.31	0.39	7.69
VERMONT	5.78	0.98	6.75
VIRGINIA	7.48	0.24	7.72
WASHINGTON	6.57	0.34	6.91
WEST VIRGINIA	8.95	0.35	9.30
WISCONSIN	6.70	0.29	6.99
WYOMING	8.03	0.35	8.38
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	7.04	0.40	7.44

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATES OF 3 THROUGH 21 YEAR OLD RESIDENT POPULATION, BY STATE, FOR JULY, 1992.

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

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18OCT93

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TABLE AA23

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	7.14	0.14	7.28
ALASKA	6.37	1.56	7.93
ARIZONA	5.04	0.14	5.17
ARKANSAS	6.21	0.46	6.68
CALIFORNIA	5.02	0.04	5.06
COLORADO	5.42	0.36	5.78
CONNECTICUT	6.83	0.49	7.32
DELAWARE	5.51	1.21	6.73
DISTRICT OF COLUMBIA	1.52	3.13	4.65
FLORIDA	6.75	0.24	6.99
GEORGIA	5.11	0.11	5.22
HAWAII	3.76	0.29	4.05
IDAHO	5.66	0.30	5.96
ILLINOIS	5.46	1.34	6.80
INDIANA	6.39	0.47	6.86
IOWA	6.84	0.15	6.99
KANSAS	5.60	0.36	5.96
KENTUCKY	6.59	0.22	6.81
LOUISIANA	5.17	0.30	5.47
MAINE	7.42	0.27	7.69
MARYLAND	6.09	0.32	6.40
MASSACHUSETTS	7.96	1.22	9.18
MICHIGAN	5.27	0.50	5.76
MINNESOTA	5.78	0.19	5.97
MISSISSIPPI	6.69	0.09	6.78
MISSOURI	6.46	0.20	6.65
MONTANA	6.78	0.17	6.95
NEBRASKA	6.80	0.16	6.96
NEVADA	5.58	0.17	5.75
NEW HAMPSHIRE	5.99	0.56	6.55
NEW JERSEY	8.05	0.28	8.33
NEW MEXICO	7.24	0.05	7.29
NEW YORK	5.88	0.33	6.20
NORTH CAROLINA	6.25	0.11	6.36
NORTH DAKOTA	5.69	0.42	6.11
OHIO	6.11	0.16	6.26
OKLAHOMA	6.64	0.17	6.82
OREGON	5.78	1.21	6.98
PENNSYLVANIA	5.33	0.65	5.97
PUERTO RICO	.	.	.
RHODE ISLAND	7.27	0.42	7.69
SOUTH CAROLINA	6.69	0.15	6.84
SOUTH DAKOTA	6.09	0.26	6.35
TENNESSEE	7.25	0.18	7.43
TEXAS	6.10	0.24	6.34
UTAH	6.31	0.34	6.65
VERMONT	5.01	0.85	5.86
VIRGINIA	6.38	0.20	6.58
WASHINGTON	5.62	0.29	5.92
WEST VIRGINIA	7.89	0.31	8.20
WISCONSIN	5.81	0.25	6.06
WYOMING	7.05	0.31	7.36
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	6.00	0.34	6.34

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATES OF RESIDENT POPULATION FROM BIRTH THROUGH AGE 21, BY STATE, FOR JULY, 1992.

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1D)
18OCT93

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TABLE AA24

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING THE 1992-93 SCHOOL YEAR

ALL DISABILITIES

STATE	AGE GROUP BIRTH THROUGH 2	3-5	6-17	18-21	BIRTH THROUGH 21
ALABAMA	0.37	4.53	11.60	2.02	8.42
ALASKA	1.61	5.23	12.31	1.86	9.42
ARIZONA	0.41	3.27	8.34	1.35	6.13
ARKANSAS	0.68	5.69	10.10	1.62	7.71
CALIFORNIA	0.05	3.11	8.63	1.14	6.11
COLORADO	0.52	3.45	9.20	1.38	6.74
CONNECTICUT	0.58	4.37	11.96	2.13	8.66
DELAWARE	0.03	5.92	10.79	1.37	7.93
DISTRICT OF COLUMBIA	0.62	2.10	8.54	1.54	5.61
FLORIDA	0.35	3.37	11.76	1.48	8.25
GEORGIA	0.06	3.31	8.64	1.07	6.11
HAWAII	1.19	1.83	6.76	0.65	4.82
IDAHO	1.29	5.68	8.53	1.07	6.83
ILLINOIS	0.83	4.65	10.79	1.62	7.99
INDIANA	1.09	3.76	10.91	1.69	7.93
IOWA	0.79	4.64	10.61	1.84	8.03
KANSAS	0.63	4.21	9.17	1.31	6.89
KENTUCKY	0.61	8.27	9.91	1.35	7.84
LOUISIANA	0.91	4.03	8.19	1.60	6.33
MAINE	0.00	5.22	12.15	1.87	8.84
MARYLAND	1.33	3.52	10.41	1.46	7.60
MASSACHUSETTS	2.44	5.26	15.01	2.31	10.86
MICHIGAN	0.66	3.76	9.03	1.69	6.73
MINNESOTA	1.18	4.69	8.89	1.28	6.92
MISSISSIPPI	0.07	4.36	10.81	1.67	7.83
MISSOURI	0.62	2.75	10.75	1.73	7.72
MONTANA	0.97	5.18	10.24	1.63	7.95
NEBRASKA	0.94	4.07	10.74	1.75	8.04
NEVADA	1.00	3.80	9.14	1.17	6.85
NEW HAMPSHIRE	1.32	3.43	10.38	1.91	7.64
NEW JERSEY	0.72	4.65	13.69	2.17	9.85
NEW MEXICO	0.06	4.00	11.68	1.74	8.52
NEW YORK	0.44	4.21	9.93	2.12	7.35
NORTH CAROLINA	0.25	4.48	10.62	1.12	7.43
NORTH DAKOTA	0.89	4.14	9.19	1.64	6.99
OHIO	0.00	3.38	10.14	1.74	7.27
OKLAHOMA	0.87	4.00	10.68	1.55	7.86
OREGON	1.05	5.44	10.50	1.51	8.09
PENNSYLVANIA	1.20	3.80	9.37	1.53	6.94
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.14	4.72	12.77	1.84	9.03
SOUTH CAROLINA	0.58	5.53	10.94	1.34	7.97
SOUTH DAKOTA	0.74	6.83	8.97	1.51	7.31
TENNESSEE	0.91	4.48	11.93	1.83	8.63
TEXAS	0.85	3.19	10.15	1.88	7.45
UTAH	1.26	4.01	10.14	1.18	7.69
VERMONT	0.51	4.10	9.27	1.38	6.75
VIRGINIA	0.96	4.16	10.78	1.46	7.72
WASHINGTON	0.86	4.88	8.89	1.47	6.91
WEST VIRGINIA	1.65	5.73	12.39	2.09	9.30
WISCONSIN	1.01	5.52	8.82	1.54	6.99
WYOMING	2.14	6.52	10.27	1.82	8.38
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.64	4.02	10.16	1.59	7.44

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1992.

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1C)
18OCT93

TABLE AA25

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-21 SERVED
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	9.05	3.74	1.81	2.51	0.56	0.12	0.10	0.05
ALASKA	10.00	6.24	2.13	0.36	0.51	0.35	0.13	0.06
ARIZONA	6.63	3.91	1.28	0.60	0.40	0.14	0.13	0.07
ARKANSAS	7.94	4.54	1.19	1.75	0.05	0.14	0.09	0.03
CALIFORNIA	6.76	4.12	1.50	0.38	0.21	0.08	0.11	0.12
COLORADO	7.29	4.02	1.07	0.35	1.08	0.47	0.11	0.14
CONNECTICUT	9.44	5.05	1.57	0.55	1.71	0.21	0.11	0.04
DELAWARE	8.33	5.24	1.02	0.96	0.63	0.00	0.12	0.20
DISTRICT OF COLUMBIA	6.18	3.59	0.47	1.09	0.78	0.02	0.02	0.07
FLORIDA	9.18	4.21	2.55	1.04	1.06	0.00	0.05	0.15
GEORGIA	6.64	2.15	1.45	1.49	1.31	0.00	0.08	0.04
HAWAII	5.15	2.92	0.82	0.55	0.47	0.07	0.11	0.06
IDAHO	6.81	4.08	1.23	0.92	0.13	0.11	0.10	0.06
ILLINOIS	8.47	4.21	2.01	0.91	1.01	0.00	0.11	0.10
INDIANA	8.48	3.60	2.63	1.44	0.50	0.06	0.10	0.05
IOWA	8.49	4.02	1.31	1.63	1.14	0.09	0.12	0.14
KANSAS	7.29	3.23	1.78	0.89	0.77	0.27	0.10	0.07
KENTUCKY	7.65	2.64	2.27	1.98	0.40	0.13	0.09	0.05
LOUISIANA	6.58	2.95	1.57	1.03	0.45	0.08	0.12	0.11
MAINE	9.51	4.42	2.22	0.59	1.49	0.43	0.10	0.06
MARYLAND	8.18	4.18	2.21	0.51	0.52	0.39	0.11	0.05
MASSACHUSETTS	11.48	7.02	1.77	1.12	0.98	0.20	0.11	0.07
MICHIGAN	7.17	3.48	1.52	0.84	0.81	0.09	0.12	0.22
MINNESOTA	7.14	3.14	1.27	0.94	1.34	0.00	0.14	0.11
MISSISSIPPI	8.41	4.45	2.57	1.04	0.03	0.05	0.08	0.16
MISSOURI	8.54	4.50	1.94	1.03	0.76	0.05	0.09	0.06
MONTANA	8.28	4.80	1.87	0.60	0.45	0.15	0.12	0.05
NEBRASKA	8.61	3.89	2.17	1.17	0.73	0.11	0.15	0.13
NEVADA	7.29	4.53	1.45	0.47	0.41	0.12	0.07	0.02
NEW HAMPSHIRE	8.25	4.78	1.69	0.35	0.78	0.12	0.09	0.06
NEW JERSEY	10.77	5.78	3.03	0.30	0.89	0.55	0.08	0.04
NEW MEXICO	9.38	4.61	2.81	0.48	0.89	0.20	0.11	0.14
NEW YORK	7.89	4.76	0.83	0.48	1.13	0.33	0.11	0.06
NORTH CAROLINA	7.93	3.72	1.66	1.38	0.65	0.08	0.12	0.06
NORTH DAKOTA	7.35	3.69	2.20	0.84	0.32	0.00	0.06	0.07
OHIO	8.00	3.10	2.04	1.75	0.39	0.42	0.09	0.08
OKLAHOMA	8.40	4.35	1.88	1.50	0.26	0.19	0.09	0.04
OREGON	8.40	4.54	2.04	0.59	0.54	0.00	0.21	0.14
PENNSYLVANIA	7.31	3.38	1.76	1.13	0.69	0.04	0.11	0.08
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	9.65	6.09	1.78	0.50	0.82	0.07	0.08	0.08
SOUTH CAROLINA	8.30	3.64	2.10	1.64	0.59	0.05	0.11	0.09
SOUTH DAKOTA	7.27	3.62	1.97	0.78	0.31	0.25	0.11	0.09
TENNESSEE	9.21	5.00	2.16	1.11	0.25	0.15	0.11	0.09
TEXAS	8.11	4.81	1.44	0.54	0.68	0.07	0.11	0.10
UTAH	8.13	4.48	1.32	0.57	1.19	0.24	0.11	0.04
VERMONT	7.17	3.54	1.45	1.01	0.72	0.07	0.11	0.07
VIRGINIA	8.21	4.32	1.78	0.90	0.72	0.18	0.09	0.05
WASHINGTON	7.15	3.46	1.33	0.63	0.45	0.22	0.19	0.10
WEST VIRGINIA	9.59	4.45	2.60	1.76	0.51	0.00	0.09	0.07
WISCONSIN	7.08	2.34	1.35	0.37	1.05	1.84	0.03	0.05
WYOMING	8.35	4.45	2.26	0.49	0.57	0.00	0.12	0.13
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
50 STATES AND D.C.	7.98	4.09	1.73	0.90	0.70	0.18	0.10	0.09

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL
THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED
RESIDENT POPULATION, BY STATE, FOR JULY, 1992.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1B)
18OCT93

TABLE AA25

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-21 SERVED
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.09	0.04	0.01	0.00	0.01
ALASKA	0.16	0.03	0.01	0.01	0.01
ARIZONA	0.03	0.04	0.02	0.00	0.00
ARKANSAS	0.11	0.03	0.01	0.00	0.01
CALIFORNIA	0.16	0.04	0.02	0.00	0.00
COLORADO	0.00	0.04	0.00	0.01	0.01
CONNECTICUT	0.12	0.07	0.03	0.00	0.01
DELAWARE	0.00	0.06	0.08	0.02	0.00
DISTRICT OF COLUMBIA	0.08	0.04	0.02	0.01	0.00
FLORIDA	0.07	0.04	0.03	0.00	0.00
GEORGIA	0.06	0.03	0.02	0.00	0.01
HAWAII	0.09	0.02	0.02	0.00	0.00
IDAHO	0.12	0.03	0.01	0.00	0.01
ILLINOIS	0.06	0.04	0.01	0.00	0.00
INDIANA	0.02	0.04	0.04	0.01	0.01
IOWA	0.00	0.03	0.01	0.01	0.00
KANSAS	0.12	0.03	0.01	0.00	0.02
KENTUCKY	0.04	0.05	0.00	0.00	0.00
LOUISIANA	0.19	0.04	0.04	0.00	0.00
MAINE	0.14	0.04	0.02	0.00	0.02
MARYLAND	0.14	0.05	0.00	0.00	0.00
MASSACHUSETTS	0.09	0.05	0.05	0.00	0.02
MICHIGAN	0.00	0.04	0.05	0.00	0.00
MINNESOTA	0.12	0.03	0.03	0.00	0.00
MISSISSIPPI	0.00	0.03	0.00	0.00	0.00
MISSOURI	0.05	0.03	0.03	0.01	0.01
MONTANA	0.15	0.04	0.01	0.01	0.02
NEBRASKA	0.18	0.06	0.00	0.00	0.00
NEVADA	0.18	0.03	0.00	0.00	0.01
NEW HAMPSHIRE	0.34	0.04	0.00	0.00	0.00
NEW JERSEY	0.03	0.02	0.03	0.01	0.00
NEW MEXICO	0.10	0.04	0.00	0.00	0.01
NEW YORK	0.10	0.03	0.05	0.00	0.00
NORTH CAROLINA	0.16	0.04	0.05	0.00	0.00
NORTH DAKOTA	0.09	0.04	0.01	0.03	0.01
OHIO	0.08	0.04	0.00	0.00	0.00
OKLAHOMA	0.04	0.04	0.00	0.00	0.00
OREGON	0.16	0.07	0.10	0.00	0.01
PENNSYLVANIA	0.00	0.05	0.02	0.00	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.17	0.04	0.01	0.00	0.01
SOUTH CAROLINA	0.02	0.04	0.02	0.00	0.00
SOUTH DAKOTA	0.05	0.04	0.03	0.01	0.02
TENNESSEE	0.24	0.07	0.03	0.00	0.01
TEXAS	0.28	0.04	0.03	0.00	0.00
UTAH	0.07	0.04	0.02	0.01	0.04
VERMONT	0.15	0.02	0.01	0.00	0.01
VIRGINIA	0.08	0.05	0.04	0.00	0.00
WASHINGTON	0.64	0.03	0.04	0.00	0.04
WEST VIRGINIA	0.02	0.05	0.03	0.00	0.01
WISCONSIN	0.04	0.02	0.00	0.00	0.00
WYOMING	0.26	0.04	0.01	0.00	0.01
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.11	0.04	0.03	0.00	0.01

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1992.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1B)
18OCT93

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TABLE AA26

PERCENTAGE (BASED ON ESTIMATED RESIDENT POPULATION) OF CHILDREN AGE 6-17 SERVED
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.60	4.78	2.46	3.09	0.73	0.15	0.12	0.06
ALASKA	12.31	7.66	2.73	0.40	0.62	0.40	0.15	0.07
ARIZONA	8.34	4.94	1.70	0.68	0.51	0.16	0.16	0.09
ARKANSAS	10.10	5.75	1.59	2.17	0.07	0.17	0.11	0.04
CALIFORNIA	8.63	5.30	1.98	0.42	0.26	0.09	0.14	0.15
COLORADO	9.20	5.10	1.41	0.39	1.36	0.57	0.14	0.18
CONNECTICUT	11.96	6.45	2.09	0.62	2.09	0.25	0.13	0.05
DELAWARE	10.79	6.85	1.38	1.18	0.81	0.00	0.15	0.24
DISTRICT OF COLUMBIA	8.54	5.13	0.70	1.28	1.07	0.03	0.03	0.10
FLORIDA	11.76	5.38	3.39	1.23	1.35	0.00	0.06	0.19
GEORGIA	8.64	2.81	1.96	1.83	1.73	0.00	0.10	0.06
HAWAII	6.76	3.87	1.11	0.68	0.62	0.08	0.14	0.08
IDAHO	8.53	5.13	1.59	1.09	0.17	0.14	0.13	0.07
ILLINOIS	10.79	5.39	2.69	1.05	1.25	0.00	0.14	0.12
INDIANA	10.91	4.59	3.57	1.73	0.64	0.06	0.12	0.07
IOWA	10.61	5.03	1.72	1.97	1.43	0.09	0.14	0.17
KANSAS	9.17	4.05	2.33	1.06	0.96	0.32	0.12	0.09
KENTUCKY	9.91	3.38	3.07	2.47	0.53	0.16	0.11	0.06
LOUISIANA	8.19	3.65	2.07	1.20	0.57	0.09	0.14	0.13
MAINE	12.15	5.60	2.96	0.68	1.90	0.53	0.13	0.07
MARYLAND	10.41	5.34	2.93	0.59	0.65	0.46	0.14	0.07
MASSACHUSETTS	15.01	9.30	2.41	1.36	1.24	0.22	0.14	0.09
MICHIGAN	9.03	4.40	2.03	0.94	1.03	0.10	0.14	0.28
MINNESOTA	8.89	3.95	1.64	1.06	1.68	0.00	0.17	0.14
MISSISSIPPI	10.81	5.64	3.47	1.26	0.04	0.06	0.10	0.19
MISSOURI	10.75	5.64	2.56	1.20	0.97	0.06	0.11	0.07
MONTANA	10.24	5.91	2.41	0.68	0.56	0.18	0.15	0.06
NEBRASKA	10.74	4.86	2.83	1.36	0.90	0.13	0.19	0.17
NEVADA	9.14	5.70	1.89	0.51	0.51	0.14	0.09	0.03
NEW HAMPSHIRE	10.38	5.98	2.22	0.39	0.96	0.14	0.11	0.08
NEW JERSEY	13.69	7.34	4.04	0.32	1.08	0.66	0.10	0.04
NEW MEXICO	11.68	5.75	3.59	0.54	1.10	0.23	0.13	0.17
NEW YORK	9.93	6.02	1.11	0.53	1.43	0.39	0.14	0.08
NORTH CAROLINA	10.62	5.02	2.30	1.74	0.88	0.10	0.16	0.08
NORTH DAKOTA	9.19	4.60	2.89	0.92	0.40	0.00	0.08	0.08
OHIO	10.14	3.93	2.74	2.16	0.50	0.45	0.11	0.11
OKLAHOMA	10.68	5.50	2.51	1.85	0.33	0.22	0.11	0.05
OREGON	10.50	5.70	2.64	0.64	0.68	0.00	0.25	0.17
PENNSYLVANIA	9.37	4.31	2.38	1.37	0.87	0.04	0.14	0.09
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	12.77	8.11	2.49	0.57	1.01	0.09	0.10	0.10
SOUTH CAROLINA	10.94	4.82	2.89	2.02	0.79	0.05	0.14	0.11
SOUTH DAKOTA	8.97	4.46	2.55	0.87	0.39	0.29	0.14	0.11
TENNESSEE	11.93	6.48	2.94	1.32	0.32	0.17	0.14	0.11
TEXAS	10.15	6.01	1.91	0.60	0.86	0.08	0.14	0.12
UTAH	10.14	5.66	1.70	0.64	1.48	0.25	0.14	0.05
VERMONT	9.27	4.65	1.95	1.20	0.91	0.08	0.14	0.10
VIRGINIA	10.78	5.68	2.46	1.08	0.94	0.23	0.11	0.07
WASHINGTON	8.89	4.30	1.74	0.73	0.56	0.26	0.24	0.13
WEST VIRGINIA	12.39	5.67	3.57	2.17	0.65	0.00	0.12	0.09
WISCONSIN	8.82	2.88	1.76	0.41	1.30	2.29	0.03	0.06
WYOMING	10.27	5.47	2.89	0.53	0.69	0.00	0.14	0.15
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
PALAU	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
50 STATES AND D.C.	10.16	5.21	2.31	1.06	0.88	0.21	0.13	0.11

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1992.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
18OCT93

TABLE AA26

PERCENTAGE (BASED ON ESTIMATED RESIDENT POPULATION) OF CHILDREN AGE 6-17 SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.12	0.05	0.01	0.00	0.01
ALASKA	0.20	0.03	0.01	0.02	0.01
ARIZONA	0.04	0.05	0.03	0.00	0.00
ARKANSAS	0.14	0.04	0.01	0.00	0.01
CALIFORNIA	0.20	0.05	0.03	0.00	0.00
COLORADO	0.00	0.05	0.00	0.01	0.01
CONNECTICUT	0.15	0.09	0.03	0.00	0.01
DELAWARE	0.00	0.08	0.09	0.02	0.00
DISTRICT OF COLUMBIA	0.11	0.05	0.03	0.02	0.00
FLORIDA	0.08	0.04	0.03	0.00	0.00
GEORGIA	0.08	0.04	0.02	0.00	0.01
HAWAII	0.12	0.03	0.03	0.00	0.00
IDAHO	0.14	0.04	0.02	0.00	0.01
ILLINOIS	0.07	0.05	0.02	0.00	0.00
INDIANA	0.02	0.05	0.04	0.01	0.01
IOWA	0.00	0.03	0.01	0.01	0.00
KANSAS	0.16	0.04	0.02	0.00	0.02
KENTUCKY	0.05	0.07	0.01	0.00	0.00
LOUISIANA	0.24	0.05	0.05	0.00	0.00
MAINE	0.18	0.05	0.02	0.00	0.02
MARYLAND	0.17	0.06	0.00	0.00	0.00
MASSACHUSETTS	0.11	0.06	0.05	0.00	0.03
MICHIGAN	0.00	0.04	0.06	0.00	0.00
MINNESOTA	0.15	0.04	0.03	0.00	0.01
MISSISSIPPI	0.00	0.04	0.00	0.00	0.00
MISSOURI	0.06	0.04	0.03	0.01	0.01
MONTANA	0.19	0.05	0.01	0.02	0.02
NEBRASKA	0.23	0.07	0.00	0.00	0.00
NEVADA	0.22	0.04	0.00	0.00	0.01
NEW HAMPSHIRE	0.44	0.06	0.00	0.00	0.00
NEW JERSEY	0.04	0.03	0.04	0.01	0.00
NEW MEXICO	0.13	0.05	0.00	0.00	0.01
NEW YORK	0.13	0.04	0.06	0.00	0.00
NORTH CAROLINA	0.22	0.05	0.07	0.00	0.00
NORTH DAKOTA	0.11	0.05	0.01	0.04	0.01
OHIO	0.10	0.05	0.00	0.00	0.00
OKLAHOMA	0.05	0.05	0.01	0.01	0.00
OREGON	0.20	0.08	0.12	0.00	0.01
PENNSYLVANIA	0.01	0.07	0.03	0.00	0.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.22	0.05	0.01	0.00	0.01
SOUTH CAROLINA	0.02	0.06	0.02	0.00	0.00
SOUTH DAKOTA	0.06	0.05	0.03	0.01	0.02
TENNESSEE	0.32	0.09	0.03	0.00	0.01
TEXAS	0.34	0.05	0.04	0.00	0.00
UTAH	0.09	0.05	0.02	0.01	0.04
VERMONT	0.20	0.03	0.01	0.00	0.01
VIRGINIA	0.10	0.06	0.05	0.00	0.00
WASHINGTON	0.81	0.03	0.05	0.00	0.04
WEST VIRGINIA	0.03	0.06	0.03	0.00	0.01
WISCONSIN	0.05	0.03	0.00	0.00	0.00
WYOMING	0.31	0.05	0.01	0.00	0.01
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.14	0.05	0.03	0.00	0.01

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1992.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
18OCT93

TABLE AA27

PERCENTAGE (BASED ON ESTIMATED ENROLLMENT) OF CHILDREN AGE 6-17 SERVED
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.48	4.74	2.44	3.06	0.73	0.14	0.12	0.06
ALASKA	12.06	7.50	2.67	0.39	0.61	0.40	0.15	0.07
ARIZONA	8.28	4.90	1.68	0.67	0.50	0.16	0.16	0.09
ARKANSAS	9.73	5.54	1.53	2.09	0.07	0.16	0.11	0.03
CALIFORNIA	8.59	5.28	1.97	0.42	0.26	0.09	0.14	0.15
COLORADO	8.93	4.95	1.36	0.38	1.32	0.55	0.13	0.17
CONNECTICUT	11.93	6.43	2.09	0.62	2.08	0.25	0.13	0.05
DELAWARE	11.30	7.17	1.44	1.24	0.85	0.00	0.16	0.25
DISTRICT OF COLUMBIA	7.29	4.38	0.60	1.09	0.91	0.02	0.02	0.08
FLORIDA	11.77	5.39	3.39	1.23	1.36	0.00	0.06	0.19
GEORGIA	8.39	2.73	1.91	1.78	1.68	0.00	0.09	0.05
HAWAII	7.09	4.05	1.16	0.71	0.65	0.09	0.15	0.09
IDAHO	8.24	4.96	1.54	1.05	0.16	0.13	0.12	0.07
ILLINOIS	11.66	5.83	2.90	1.13	1.36	0.00	0.15	0.13
INDIANA	11.12	4.68	3.64	1.77	0.65	0.06	0.13	0.07
IOWA	10.78	5.11	1.75	2.00	1.46	0.09	0.15	0.18
KANSAS	9.18	4.06	2.34	1.06	0.96	0.32	0.12	0.09
KENTUCKY	10.13	3.46	3.14	2.52	0.54	0.16	0.11	0.06
LOUISIANA	9.11	4.06	2.30	1.33	0.64	0.10	0.16	0.14
MAINE	11.52	5.31	2.81	0.65	1.80	0.51	0.12	0.07
MARYLAND	10.68	5.48	3.01	0.60	0.67	0.47	0.14	0.07
MASSACHUSETTS	15.21	9.42	2.45	1.37	1.25	0.23	0.14	0.09
MICHIGAN	9.31	4.54	2.09	0.97	1.06	0.10	0.15	0.29
MINNESOTA	9.09	4.04	1.68	1.09	1.72	0.00	0.18	0.15
MISSISSIPPI	10.86	5.67	3.49	1.26	0.04	0.06	0.10	0.20
MISSOURI	11.51	6.04	2.74	1.29	1.04	0.07	0.12	0.07
MONTANA	10.06	5.80	2.37	0.67	0.55	0.18	0.14	0.06
NEBRASKA	11.27	5.10	2.97	1.43	0.94	0.14	0.20	0.17
NEVADA	8.69	5.42	1.80	0.49	0.49	0.13	0.09	0.03
NEW HAMPSHIRE	10.68	6.16	2.28	0.40	0.99	0.14	0.12	0.08
NEW JERSEY	14.34	7.69	4.23	0.33	1.13	0.69	0.10	0.05
NEW MEXICO	11.91	5.86	3.66	0.55	1.12	0.23	0.13	0.17
NEW YORK	10.43	6.32	1.17	0.55	1.51	0.41	0.14	0.08
NORTH CAROLINA	10.35	4.89	2.25	1.70	0.86	0.10	0.16	0.08
NORTH DAKOTA	9.10	4.55	2.87	0.91	0.40	0.00	0.08	0.08
OHIO	10.66	4.13	2.88	2.27	0.52	0.47	0.12	0.11
OKLAHOMA	10.47	5.39	2.46	1.81	0.32	0.21	0.11	0.05
OREGON	10.55	5.73	2.66	0.64	0.68	0.00	0.26	0.18
PENNSYLVANIA	10.20	4.70	2.59	1.49	0.95	0.05	0.15	0.10
PUERTO RICO	4.07	1.51	0.26	1.74	0.10	0.13	0.10	0.05
RHODE ISLAND	13.24	8.41	2.58	0.59	1.05	0.09	0.10	0.11
SOUTH CAROLINA	10.71	4.72	2.83	1.98	0.78	0.05	0.14	0.11
SOUTH DAKOTA	9.22	4.58	2.62	0.90	0.40	0.29	0.15	0.11
TENNESSEE	11.65	6.33	2.87	1.29	0.32	0.16	0.14	0.11
TEXAS	10.34	6.13	1.94	0.61	0.87	0.08	0.14	0.12
UTAH	9.75	5.44	1.63	0.62	1.42	0.24	0.13	0.05
VERMONT	8.97	4.50	1.88	1.16	0.88	0.08	0.13	0.09
VIRGINIA	10.50	5.53	2.39	1.05	0.92	0.22	0.11	0.07
WASHINGTON	8.77	4.24	1.72	0.72	0.55	0.25	0.23	0.13
WEST VIRGINIA	12.01	5.49	3.46	2.10	0.63	0.00	0.11	0.09
WISCONSIN	9.50	3.11	1.90	0.44	1.40	2.47	0.03	0.07
WYOMING	9.86	5.26	2.78	0.51	0.66	0.00	0.14	0.15
AMERICAN SAMOA	2.58	1.12	0.52	0.54	0.19	0.06	0.09	0.00
GUAM	4.56	2.91	0.70	0.46	0.06	0.11	0.10	0.07
NORTHERN MARIANAS	4.02	2.11	0.33	0.49	0.05	0.68	0.19	0.11
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	5.30	1.87	0.49	2.29	0.18	0.21	0.10	0.02
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.25	5.25	2.32	1.09	0.89	0.21	0.13	0.11
50 STATES, D.C. & P.R.	10.24	5.25	2.32	1.09	0.89	0.21	0.13	0.11

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1992-93 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
18OCT93

TABLE AA27

PERCENTAGE (BASED ON ESTIMATED ENROLLMENT) OF CHILDREN AGE 6-17 SERVED
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.12	0.05	0.01	0.00	0.01
ALASKA	0.19	0.03	0.01	0.02	0.01
ARIZONA	0.04	0.05	0.03	0.00	0.00
ARKANSAS	0.14	0.04	0.01	0.00	0.01
CALIFORNIA	0.20	0.05	0.03	0.00	0.00
COLORADO	0.00	0.04	0.00	0.01	0.01
CONNECTICUT	0.15	0.09	0.03	0.00	0.01
DELAWARE	0.00	0.08	0.10	0.02	0.00
DISTRICT OF COLUMBIA	0.09	0.04	0.03	0.01	0.00
FLORIDA	0.08	0.04	0.03	0.00	0.00
GEORGIA	0.08	0.04	0.02	0.00	0.01
HAWAII	0.12	0.03	0.03	0.00	0.00
IDAHO	0.14	0.04	0.02	0.00	0.01
ILLINOIS	0.08	0.06	0.02	0.00	0.00
INDIANA	0.02	0.05	0.04	0.01	0.01
IOWA	0.00	0.03	0.01	0.01	0.00
KANSAS	0.16	0.04	0.02	0.00	0.02
KENTUCKY	0.05	0.07	0.01	0.00	0.00
LOUISIANA	0.27	0.05	0.05	0.00	0.00
MAINE	0.17	0.04	0.02	0.00	0.02
MARYLAND	0.18	0.06	0.00	0.00	0.00
MASSACHUSETTS	0.11	0.06	0.05	0.00	0.03
MICHIGAN	0.00	0.05	0.06	0.00	0.00
MINNESOTA	0.15	0.04	0.04	0.00	0.01
MISSISSIPPI	0.00	0.04	0.00	0.00	0.00
MISSOURI	0.06	0.04	0.04	0.01	0.01
MONTANA	0.18	0.05	0.01	0.02	0.02
NEBRASKA	0.24	0.07	0.00	0.00	0.00
NEVADA	0.21	0.04	0.00	0.00	0.01
NEW HAMPSHIRE	0.45	0.06	0.00	0.00	0.00
NEW JERSEY	0.04	0.03	0.04	0.01	0.00
NEW MEXICO	0.13	0.05	0.00	0.00	0.01
NEW YORK	0.14	0.04	0.06	0.00	0.00
NORTH CAROLINA	0.21	0.05	0.06	0.00	0.00
NORTH DAKOTA	0.11	0.05	0.01	0.04	0.01
OHIO	0.10	0.05	0.00	0.00	0.00
OKLAHOMA	0.05	0.05	0.01	0.01	0.00
OREGON	0.20	0.08	0.12	0.00	0.01
PENNSYLVANIA	0.01	0.08	0.03	0.00	0.06
PUERTO RICO	0.07	0.06	0.04	0.00	0.00
RHODE ISLAND	0.23	0.05	0.01	0.00	0.01
SOUTH CAROLINA	0.02	0.05	0.02	0.00	0.00
SOUTH DAKOTA	0.06	0.05	0.03	0.01	0.02
TENNESSEE	0.31	0.08	0.03	0.00	0.01
TEXAS	0.35	0.05	0.04	0.00	0.00
UTAH	0.09	0.05	0.02	0.01	0.04
VERMONT	0.19	0.03	0.01	0.00	0.01
VIRGINIA	0.10	0.06	0.05	0.00	0.00
WASHINGTON	0.80	0.03	0.05	0.00	0.04
WEST VIRGINIA	0.03	0.06	0.03	0.00	0.01
WISCONSIN	0.05	0.03	0.00	0.00	0.00
WYOMING	0.29	0.05	0.01	0.00	0.01
AMERICAN SAMOA	0.01	0.02	0.00	0.02	0.00
GUAM	0.09	0.05	0.00	0.01	0.01
NORTHERN MARIANAS	0.00	0.03	0.03	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.03	0.03	0.03	0.04	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.15	0.05	0.03	0.00	0.01
50 STATES, D.C. & P.R.	0.15	0.05	0.03	0.00	0.01

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1992-93 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
18OCT93

BEST COPY AVAILABLE

TABLE AB1

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	41,409	22,907	22,029	990	65	502	172	310
ALASKA	6,166	5,148	2,820	85	0	19	0	11
ARIZONA	4,180	38,426	13,489	1,593	503	247	576	140
ARKANSAS	21,596	18,760	6,026	210	1,177	454	208	209
CALIFORNIA	130,998	204,365	137,667	8,993	7,799	2,250	0	69
COLORADO	14,158	32,998	9,482	1,136	357	489	372	393
CONNECTICUT	31,615	14,155	14,127	1,899	1,904	244	861	393
DELAWARE	5,461	4,700	2,961	814	0	15	28	96
DISTRICT OF COLUMBIA	999	1,810	2,638	733	485	4	263	13
FLORIDA	102,399	54,902	63,248	8,211	923	638	278	354
GEORGIA	45,249	32,912	26,384	874	152	1,512	127	221
HAWAII	5,463	4,656	3,605	40	5	0	8	72
IDAHO	13,766	5,006	2,579	470	103	35	2	56
ILLINOIS	55,138	77,410	66,675	7,209	5,489	1,916	713	724
INDIANA	39,607	42,716	28,569	4,843	12	693	120	83
IOWA	12,702	36,145	9,406	1,275	0	530	283	205
KANSAS	23,327	11,439	8,601	1,303	143	833	134	257
KENTUCKY	31,868	31,700	10,885	1,042	131	765	81	316
LOUISIANA	28,373	12,872	32,388	1,890	13	1,273	86	453
MAINE	14,332	9,093	3,214	226	427	42	145	407
MARYLAND	43,443	17,527	20,398	4,605	1,670	615	700	456
MASSACHUSETTS	94,604	22,489	24,549	2,668	4,183	0	712	1,184
MICHIGAN	75,967	41,621	41,625	8,377	.	1,080	279	179
MINNESOTA	9,400	61,015	6,806	2,140	7	1,285	25	149
MISSISSIPPI	19,270	18,179	12,786	553	8	418	23	238
MISSOURI	41,152	46,788	23,017	6,412	919	434	140	361
MONTANA	9,213	4,708	1,868	36	0	71	40	16
NEBRASKA	20,592	7,258	4,743	325	108	213	20	360
NEVADA	6,792	8,916	3,235	852	8	20	12	149
NEW HAMPSHIRE	10,729	4,423	3,923	507	381	62	301	100
NEW JERSEY	61,760	40,925	58,951	8,725	9,797	673	141	732
NEW MEXICO	25,088	4,386	7,913	138	40	276	18	301
NEW YORK	25,506	113,009	127,370	21,220	29,303	2,049	977	1,616
NORTH CAROLINA	70,916	30,355	20,538	2,740	639	1,080	347	487
NORTH DAKOTA	8,979	1,435	1,531	250	13	92	61	74
OHIO	78,389	73,366	35,468	4,797	13,395	750		2,322
OKLAHOMA	34,049	20,431	11,751	705	110	486	107	270
OREGON	34,255	12,870	5,677	399	806	217	142	434
PENNSYLVANIA	75,159	54,831	63,115	5,398	3,939	1,043	758	371
PUERTO RICO	1,008	15,468	10,325	1,601	921	192	65	1,279
RHODE ISLAND	10,821	3,316	5,659	231	551	0	262	143
SOUTH CAROLINA	29,106	29,005	18,756	1,462	23	534	10	180
SOUTH DAKOTA	4,970	7,592	1,623	219	114	158	269	91
TENNESSEE	55,208	29,909	20,026	1,269	644	666	17	1,280
TEXAS	93,782	187,623	66,980	4,983	117	729	1,119	5,542
UTAH	19,902	15,574	9,882	1,240	0	588	0	335
VERMONT	9,171	388	702	147	196	15	161	202
VIRGINIA	45,534	34,141	32,668	1,383	753	1,044	442	1,045
WASHINGTON	41,839	25,247	18,083	899	506	610	33	438
WEST VIRGINIA	2,685	30,174	9,650	342	193	242	22	238
WISCONSIN	31,322	34,411	22,419	1,276	26	670	6	174
WYOMING	6,996	3,822	116	54	19	251	30	16
AMERICAN SAMOA	259	19	44	0	0	0	0	0
GUAM	555	517	502	18	16	3	0	1
NORTHERN MARIANAS	217	138	12	0	3	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	166	97	951	45	0	0	29	4
BUR. OF INDIAN AFFAIRS	2,733	2,890	488	0	107	93	48	10
U.S. AND OUTLYING AREAS	1,730,343	1,666,983	1,160,943	129,852	89,203	29,120	11,773	25,561
50 STATES, D.C. & P.R.	1,726,413	1,663,322	1,158,946	129,789	89,077	29,024	11,696	25,544

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB1

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	172	0
ALASKA	14	37
ARIZONA	87	284
ARKANSAS	95	40
CALIFORNIA	1,151	0
COLORADO	311	0
CONNECTICUT	328	250
DELAWARE	196	0
DISTRICT OF COLUMBIA	21	0
FLORIDA	76	946
GEORGIA	51	243
HAWAII	52	44
IDAHO	0	62
ILLINOIS	550	2,373
INDIANA	140	4,005
IOWA	140	1,095
KANSAS	150	795
KENTUCKY	599	276
LOUISIANA	97	1,483
MAINE	115	0
MARYLAND	73	575
MASSACHUSETTS	247	0
MICHIGAN	151	2,707
MINNESOTA	68	0
MISSISSIPPI	2	166
MISSOURI	800	1,836
MONTANA	15	.
NEBRASKA	37	1,126
NEVADA	137	34
NEW HAMPSHIRE	33	34
NEW JERSEY	516	11,703
NEW MEXICO	87	4
NEW YORK	821	5,957
NORTH CAROLINA	161	715
NORTH DAKOTA	6	.
OHIO	422	0
OKLAHOMA	0	32
OREGON	372	.
PENNSYLVANIA	290	2,753
PUERTO RICO	64	68
RHODE ISLAND	142	366
SOUTH CAROLINA	176	76
SOUTH DAKOTA	0	0
TENNESSEE	232	161
TEXAS	0	999
UTAH	14	0
VERMONT	15	59
VIRGINIA	756	761
WASHINGTON	152	331
WEST VIRGINIA	64	74
WISCONSIN	227	1,325
WYOMING	22	0
AMERICAN SAMOA	0	0
GUAM	2	0
NORTHERN MARIANAS	0	3
PALAU	.	.
VIRGIN ISLANDS	0	42
BUR. OF INDIAN AFFAIRS	2	1
U.S. AND OUTLYING AREAS	10,451	43,841
50 STATES, D.C. & P.R.	10,447	43,795

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
21OCT93

BEST COPY AVAILABLE

TABLE AB1

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	46.85	25.92	24.92	1.12	0.07	0.57	0.19	0.35
ALASKA	43.27	36.13	19.79	0.60	0.00	0.13	0.00	0.08
ARIZONA	7.07	64.96	22.80	2.69	0.85	0.42	0.97	0.24
ARKANSAS	44.40	38.57	12.39	0.43	2.42	0.93	0.43	0.43
CALIFORNIA	26.62	41.53	27.97	1.83	1.58	0.46	0.00	0.01
COLORADO	23.84	55.57	15.97	1.91	0.60	0.82	0.63	0.66
CONNECTICUT	48.49	21.71	21.67	2.91	2.92	0.37	1.32	0.60
DELAWARE	38.80	33.39	21.04	5.78	0.00	0.11	0.20	0.68
DISTRICT OF COLUMBIA	14.38	26.06	37.98	10.55	6.98	0.06	3.79	0.19
FLORIDA	44.34	23.77	27.39	3.56	0.40	0.28	0.12	0.15
GEORGIA	42.12	30.64	24.56	0.81	0.14	1.41	0.12	0.21
HAWAII	39.45	33.62	26.03	0.29	0.04	0.00	0.06	0.52
IDAHO	62.52	22.74	11.71	2.13	0.47	0.16	0.01	0.25
ILLINOIS	25.61	35.96	30.97	3.35	2.55	0.89	0.33	0.34
INDIANA	33.96	36.62	24.49	4.15	0.01	0.59	0.10	0.07
IOWA	20.98	59.70	15.54	2.11	0.00	0.88	0.47	0.34
KANSAS	50.67	24.85	18.68	2.83	0.31	1.81	0.29	0.56
KENTUCKY	41.50	41.28	14.18	1.36	0.17	1.00	0.11	0.41
LOUISIANA	36.68	16.64	41.87	2.44	0.02	1.65	0.11	0.59
MAINE	51.39	32.61	11.53	0.81	1.53	0.15	0.52	1.46
MARYLAND	48.59	19.60	22.81	5.15	1.87	0.69	0.78	0.51
MASSACHUSETTS	62.91	14.95	16.32	1.77	2.78	0.00	0.47	0.79
MICHIGAN	44.92	24.61	24.61	4.95	.	0.64	0.16	0.11
MINNESOTA	11.63	75.49	8.42	2.65	0.01	1.59	0.03	0.18
MISSISSIPPI	37.44	35.32	24.84	1.07	0.02	0.81	0.04	0.46
MISSOURI	34.52	39.24	19.31	5.38	0.77	0.36	0.12	0.30
MONTANA	57.75	29.51	11.71	0.23	0.00	0.45	0.25	0.10
NEBRASKA	61.25	21.59	14.11	0.97	0.32	0.63	0.06	1.07
NEVADA	33.99	44.62	16.19	4.26	0.04	0.10	0.06	0.75
NEW HAMPSHIRE	52.53	21.65	19.21	2.48	1.87	0.30	1.47	0.49
NEW JERSEY	33.99	22.52	32.44	4.80	5.39	0.37	0.08	0.40
NEW MEXICO	65.74	11.49	20.74	0.36	0.10	0.72	0.05	0.79
NEW YORK	7.94	35.20	39.67	6.61	9.13	0.64	0.30	0.50
NORTH CAROLINA	55.79	23.88	16.16	2.16	0.50	0.85	0.27	0.38
NORTH DAKOTA	72.21	11.54	12.31	2.01	0.10	0.74	0.49	0.60
OHIO	37.60	35.19	17.01	2.30	6.42	0.36	.	1.11
OKLAHOMA	50.14	30.09	17.30	1.04	0.16	0.72	0.16	0.40
OREGON	62.51	23.49	10.36	0.73	1.47	0.40	0.26	0.79
PENNSYLVANIA	36.73	26.80	30.85	2.64	1.93	0.51	0.37	0.18
PUERTO RICO	3.27	50.12	33.46	5.19	2.98	0.62	0.21	4.14
RHODE ISLAND	51.57	15.80	26.97	1.10	2.63	0.00	1.25	0.68
SOUTH CAROLINA	36.81	36.68	23.72	1.85	0.03	0.68	0.01	0.23
SOUTH DAKOTA	33.05	50.49	10.79	1.46	0.76	1.05	1.79	0.61
TENNESSEE	50.64	27.43	18.37	1.16	0.59	0.61	0.02	1.17
TEXAS	25.99	51.99	18.56	1.38	0.03	0.20	0.31	1.54
UTAH	41.88	32.77	20.80	2.61	0.00	1.24	0.00	0.70
VERMONT	83.51	3.53	6.39	1.34	1.78	0.14	1.47	1.84
VIRGINIA	38.91	29.18	27.92	1.18	0.64	0.89	0.38	0.89
WASHINGTON	47.73	28.80	20.63	1.03	0.58	0.70	0.04	0.50
WEST VIRGINIA	6.17	69.29	22.16	0.79	0.44	0.56	0.05	0.55
WISCONSIN	34.69	38.11	24.83	1.41	0.03	0.74	0.01	0.19
WYOMING	61.89	33.81	1.03	0.48	0.17	2.22	0.27	0.14
AMERICAN SAMOA	80.43	5.90	13.66	0.00	0.00	0.00	0.00	0.00
GUAM	34.43	32.07	31.14	1.12	0.99	0.19	0.00	0.06
NORTHERN MARIANAS	58.33	37.10	3.23	0.00	0.81	0.00	0.00	0.54
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	12.85	7.51	73.61	3.48	0.00	0.00	2.24	0.31
BUR. OF INDIAN AFFAIRS	42.91	45.38	7.66	0.00	1.68	1.46	0.75	0.16
U.S. AND OUTLYING AREAS	35.72	34.41	23.97	2.68	1.84	0.60	0.24	0.53
50 STATES, D.C. & P.R.	35.72	34.41	23.98	2.69	1.84	0.60	0.24	0.53

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41,409	22,907	22,029	990	65	502	172	310
ALASKA	5,969	4,822	2,472	85	0	19	0	11
ARIZONA	3,632	36,600	12,349	1,452	388	243	574	136
ARKANSAS	17,278	18,714	5,921	202	473	442	205	152
CALIFORNIA	107,476	199,081	124,244	8,053	7,560	2,143	0	65
COLORADO	12,712	32,091	8,260	479	46	476	354	325
CONNECTICUT	30,971	12,074	11,525	1,628	1,738	244	860	346
DELAWARE	4,742	4,434	2,580	810	0	15	28	96
DISTRICT OF COLUMBIA	751	1,798	2,534	678	475	4	263	13
FLORIDA	95,191	54,427	59,535	7,653	308	611	278	302
GEORGIA	42,042	30,273	24,517	662	39	1,493	82	119
HAWAII	5,228	4,586	3.013	38	3	0	8	72
IDAHO	12,654	4,587	1,886	154	21	33	1	33
ILLINOIS	55,138	77,410	66,675	7,209	5,489	1,916	713	724
INDIANA	39,522	38,642	28,144	1,911	7	625	118	83
IOWA	9,921	36,005	7,296	1,006	0	505	281	105
KANSAS	21,796	11,284	6,574	944	84	818	119	114
KENTUCKY	24,638	30,579	9,916	936	34	731	78	296
LOUISIANA	25,209	12,661	29,028	1,507	10	1,249	86	410
MAINE	12,671	9,008	3,038	188	204	37	144	104
MARYLAND	39,304	5,214	19,922	4,336	1,381	587	700	223
MASSACHUSETTS	83,925	22,198	23,088	2,626	4,001	0	694	1,161
MICHIGAN	68,952	41,127	35,264	6,902	.	1,064	278	130
MINNESOTA	8,818	57,009	2,925	1,656	7	1,278	25	115
MISSISSIPPI	17,056	17,640	11,859	280	5	402	23	207
MISSOURI	40,348	46,528	21,771	5,771	867	424	140	349
MONTANA	8,290	4,370	1,565	35	0	67	40	16
NEBRASKA	18,833	7,148	4,211	289	92	201	20	155
NEVADA	6,165	8,842	2,482	531	2	20	11	113
NEW HAMPSHIRE	10,117	4,301	3,319	414	345	62	294	39
NEW JERSEY	54,639	40,775	53,318	7,601	8,935	585	140	703
NEW MEXICO	24,514	3,844	6,689	0	11	261	18	218
NEW YORK	22,106	112,548	123,040	20,109	9,996	2,001	970	1.577
NORTH CAROLINA	62,779	29,766	19,517	2,030	219	932	328	313
NORTH DAKOTA	8,518	1,368	1,117	83	6	83	56	44
OHIO	72,569	73,078	31,647	4,252	12,772	750	.	2,284
OKLAHOMA	30,556	20,194	10,480	479	93	467	98	218
OREGON	32,673	12.801	4,854	246	590	215	141	273
PENNSYLVANIA	68,930	54,478	55,065	5,148	3,327	1.032	740	366
PUERTO RICO	1,008	15,468	10,325	1,601	921	192	65	1,279
RHODE ISLAND	9,983	3,123	4,990	214	468	0	262	142
SOUTH CAROLINA	22,810	28,161	17,588	1,238	20	516	10	155
SOUTH DAKOTA	4,258	7,060	833	121	110	157	261	22
TENNESSEE	48,825	29,130	18,962	1,051	556	652	17	1,196
TEXAS	80,601	185,402	57,161	4.448	112	711	1,080	5,296
UTAH	19,078	15,499	9,618	1,203	0	588	0	132
VERMONT	8,716	382	488	86	76	15	155	53
VIRGINIA	40,846	33,554	28,858	1.003	697	1,022	441	220
WASHINGTON	38,724	24,411	12.822	377	281	581	23	208
WEST VIRGINIA	2,491	27,912	8,925	312	14	234	22	55
WISCONSIN	27,220	32,965	16,837	982	24	657	3	163
WYOMING	6,996	3,822	116	54	19	251	30	16
AMERICAN SAMOA	224	19	44	0	0	0	0	0
GUAM	474	510	441	10	16	3	0	1
NORTHERN MARIANAS	196	123	11	0	3	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	163	93	929	45	0	0	29	4
BUR. OF INDIAN AFFAIRS	2,733	2,890	488	0	107	93	48	10
U.S. AND OUTLYING AREAS	1,563,388	1,625,736	1,053,105	112,118	63,017	28,209	11,526	21,272
50 STATES, D.C. & P.R.	1,559,598	1,622,101	1,051,192	112,063	62,891	28,113	11,449	21,257

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	46.85	25.92	24.92	1.12	0.07	0.57	0.19	0.35
ALASKA	44.62	36.04	18.48	0.64	0.00	0.14	0.00	0.08
ARIZONA	6.56	66.10	22.30	2.62	0.70	0.44	1.04	0.25
ARKANSAS	39.82	43.13	13.65	0.47	1.09	1.02	0.47	0.35
CALIFORNIA	23.96	44.38	27.69	1.80	1.69	0.48	0.00	0.01
COLORADO	23.22	58.62	15.09	0.87	0.08	0.87	0.65	0.59
CONNECTICUT	52.15	20.33	19.41	2.74	2.93	0.41	1.45	0.58
DELAWARE	37.32	34.90	20.31	6.38	0.00	0.12	0.22	0.76
DISTRICT OF COLUMBIA	11.53	27.59	38.89	10.41	7.29	0.06	4.04	0.20
FLORIDA	43.60	24.93	27.27	3.51	0.14	0.28	0.13	0.14
GEORGIA	42.37	30.51	24.71	0.67	0.04	1.50	0.08	0.12
HAWAII	40.38	35.42	23.27	0.29	0.02	0.00	0.06	0.56
IDAHO	65.33	23.68	9.74	0.80	0.11	0.17	0.01	0.17
ILLINOIS	25.61	35.96	30.97	3.35	2.55	0.89	0.33	0.34
INDIANA	36.24	35.43	25.81	1.75	0.01	0.57	0.11	0.08
IOWA	18.00	65.32	13.24	1.83	0.00	0.92	0.51	0.19
KANSAS	52.23	27.04	15.75	2.26	0.20	1.96	0.29	0.27
KENTUCKY	36.66	45.50	14.75	1.39	0.05	1.09	0.12	0.44
LOUISIANA	35.93	18.05	41.37	2.15	0.01	1.78	0.12	0.58
MAINE	49.90	35.47	11.96	0.74	0.80	0.15	0.57	0.41
MARYLAND	48.13	18.63	24.39	5.31	1.69	0.72	0.86	0.27
MASSACHUSETTS	60.95	16.12	16.77	1.91	2.91	0.00	0.50	0.84
MICHIGAN	44.86	26.76	22.94	4.49	.	0.69	0.18	0.08
MINNESOTA	12.28	79.36	4.07	2.31	0.01	1.78	0.03	0.16
MISSISSIPPI	35.93	37.16	24.98	0.59	0.01	0.85	0.05	0.44
MISSOURI	34.72	40.04	18.74	4.97	0.75	0.36	0.12	0.30
MONTANA	57.64	30.38	10.88	0.24	0.00	0.47	0.28	0.11
NEBRASKA	60.85	23.10	13.61	0.93	0.30	0.65	0.06	0.50
NEVADA	33.94	48.67	13.66	2.92	0.01	0.11	0.06	0.62
NEW HAMPSHIRE	53.55	22.77	17.57	2.19	1.83	0.33	1.56	0.21
NEW JERSEY	32.78	24.46	31.99	4.56	5.36	0.35	0.08	0.42
NEW MEXICO	68.95	10.81	18.81	0.00	0.03	0.73	0.05	0.61
NEW YORK	7.56	38.50	42.09	6.88	3.42	0.68	0.33	0.54
NORTH CAROLINA	54.17	25.69	16.84	1.75	0.19	0.80	0.28	0.27
NORTH DAKOTA	75.55	12.13	9.91	0.74	0.05	0.74	0.50	0.39
OHIO	36.77	37.03	16.04	2.15	6.47	0.38	.	1.16
OKLAHOMA	48.82	32.27	16.75	0.77	0.15	0.75	0.16	0.35
OREGON	63.08	24.72	9.37	0.47	1.14	0.42	0.27	0.53
PENNSYLVANIA	36.45	28.81	29.12	2.72	1.76	0.55	0.39	0.19
PUERTO RICO	3.27	50.12	33.46	5.19	2.98	0.62	0.21	4.14
RHODE ISLAND	52.04	16.28	26.01	1.12	2.44	0.00	1.37	0.74
SOUTH CAROLINA	32.36	39.95	24.95	1.76	0.03	0.73	0.01	0.22
SOUTH DAKOTA	33.21	55.06	6.50	0.94	0.86	1.22	2.04	0.17
TENNESSEE	48.64	29.02	18.89	1.05	0.55	0.65	0.02	1.19
TEXAS	24.07	55.38	17.07	1.33	0.03	0.21	0.32	1.58
UTAH	41.37	33.61	20.86	2.61	0.00	1.27	0.00	0.29
VERMONT	87.41	3.83	4.89	0.86	0.76	0.15	1.55	0.53
VIRGINIA	38.30	31.46	27.06	0.94	0.65	0.96	0.41	0.21
WASHINGTON	50.01	31.53	16.56	0.49	0.36	0.75	0.03	0.27
WEST VIRGINIA	6.23	69.84	22.33	0.78	0.04	0.59	0.06	0.14
WISCONSIN	34.52	41.81	21.35	1.25	0.03	0.83	0.00	0.21
WYOMING	61.89	33.81	1.03	0.48	0.17	2.22	0.27	0.14
AMERICAN SAMOA	78.05	6.62	15.33	0.00	0.00	0.00	0.00	0.00
GUAM	32.58	35.05	30.31	0.69	1.10	0.21	0.00	0.07
NORTHERN MARIANAS	58.86	36.94	3.30	0.00	0.90	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	12.91	7.36	73.56	3.56	0.00	0.00	2.30	0.32
BUR. OF INDIAN AFFAIRS	42.91	45.38	7.66	0.00	1.68	1.46	0.75	0.16
U.S. AND OUTLYING AREAS	34.91	36.30	23.52	2.50	1.41	0.63	0.26	0.48
50 STATES, D.C. & P.R.	34.90	36.30	23.52	2.51	1.41	0.63	0.26	0.48

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	16,927	15,478	2,554	18	2	0	6	41
ALASKA	3,664	3,664	1,335	10	0	0	0	0
ARIZONA	2,550	24,131	5,940	118	18	48	9	17
ARKANSAS	9,666	13,434	1,403	32	26	0	24	61
CALIFORNIA	5,957	190,362	71,506	4,633	1,394	3	0	10
COLORADO	4,732	22,894	1,572	11	2	163	21	19
CONNECTICUT	18,150	8,337	4,906	169	279	11	68	37
DELAWARE	2,444	3,583	1,589	188	0	1	0	10
DISTRICT OF COLUMBIA	366	1,594	1,413	172	208	0	2	0
FLORIDA	30,298	45,068	25,389	226	87	42	0	51
GEORGIA	15,035	12,564	4,002	14	1	0	3	5
HAWAII	2,682	3,667	977	0	0	0	0	8
IDAHO	8,003	3,285	400	35	7	10	0	3
ILLINOIS	4,283	68,516	32,688	468	224	89	18	17
INDIANA	2,976	34,547	7,820	36	7	49	0	9
IOWA	252	24,955	639	26	0	20	7	10
KANSAS	8,993	8,037	1,362	59	5	28	6	19
KENTUCKY	4,232	16,565	1,916	128	0	60	0	22
LOUISIANA	7,021	10,285	13,049	41	1	84	8	100
MAINE	5,479	5,668	600	16	7	0	7	6
MARYLAND	17,871	11,837	12,027	408	105	1	17	49
MASSACHUSETTS	57,547	15,886	8,672	440	539	0	71	63
MICHIGAN	27,856	30,823	15,254	112	.	132	25	15
MINNESOTA	4,816	26,596	245	67	0	81	0	11
MISSISSIPPI	4,591	12,018	6,502	1	0	0	1	43
MISSOURI	14,050	36,600	7,646	178	32	5	4	38
MONTANA	4,493	3,684	426	0	0	10	7	3
NEBRASKA	8,843	4,489	826	5	3	1	0	20
NEVADA	2,209	7,762	1,083	4	0	1	1	6
NEW HAMPSHIRE	6,448	2,864	1,772	12	68	9	67	11
NEW JERSEY	8,359	36,857	39,429	1,469	1,630	31	14	170
NEW MEXICO	15,004	1,093	1,375	0	0	34	0	10
NEW YORK	2,971	96,723	73,713	2,422	555	299	1	386
NORTH CAROLINA	31,065	19,127	4,442	11	4	24	0	29
NORTH DAKOTA	4,835	752	70	14	1	3	5	10
OHIO	24,269	42,672	7,316	118	1,921	136	.	53
OKLAHOMA	14,672	15,369	1,745	20	28	24	28	43
OREGON	17,693	9,680	682	23	148	8	15	48
PENNSYLVANIA	19,826	40,164	24,479	376	2	175	3	11
PUERTO RICO	241	8,017	1,483	274	143	30	21	18
RHODE ISLAND	6,430	2,545	3,218	92	53	0	64	22
SOUTH CAROLINA	4,064	19,970	6,019	40	12	13	1	41
SOUTH DAKOTA	1,749	4,290	77	4	2	5	6	1
TENNESSEE	24,373	22,361	7,361	215	95	22	0	79
TEXAS	18,873	153,641	23,435	279	9	3	309	440
UTAH	9,713	11,151	3,710	42	0	2	0	15
VERMONT	4,611	159	65	7	27	2	30	4
VIRGINIA	17,582	24,442	12,995	62	131	122	48	44
WASHINGTON	18,127	16,308	3,338	39	43	18	2	30
WEST VIRGINIA	1,638	14,304	2,661	0	0	15	1	12
WISCONSIN	6,866	17,283	1,798	21	1	27	1	10
WYOMING	3,721	2,658	53	7	6	30	6	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	210	430	272	1	0	3	0	0
NORTHERN MARIANAS	102	60	0	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	117	77	238	2	0	0	0	1
BUR. OF INDIAN AFFAIRS	1,115	2,234	156	0	11	53	12	1
U.S. AND OUTLYING AREAS	560,660	1,231,560	455,643	13,165	7,839	1,927	939	2,183
50 STATES, D.C. & P.R.	559,116	1,228,759	454,977	13,162	7,826	1,871	927	2,181

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	48.33	44.19	7.29	0.05	0.01	0.00	0.02	0.12
ALASKA	42.25	42.25	15.39	0.12	0.00	0.00	0.00	0.00
ARIZONA	7.77	73.50	18.09	0.36	0.05	0.15	0.03	0.05
ARKANSAS	39.22	54.51	5.69	0.13	0.11	0.00	0.10	0.25
CALIFORNIA	2.18	69.51	26.11	1.69	0.51	0.00	0.00	0.00
COLORADO	16.09	77.83	5.34	0.04	0.01	0.55	0.07	0.06
CONNECTICUT	56.80	26.09	15.35	0.53	0.87	0.03	0.21	0.12
DELAWARE	31.27	45.85	20.33	2.41	0.00	0.01	0.00	0.13
DISTRICT OF COLUMBIA	9.75	42.45	37.63	4.58	5.54	0.00	0.05	0.00
FLORIDA	29.95	44.55	25.10	0.22	0.09	0.04	0.00	0.05
GEORGIA	47.54	39.73	12.65	0.04	0.00	0.00	0.01	0.02
HAWAII	36.57	50.00	13.32	0.00	0.00	0.00	0.00	0.11
IDAHO	68.15	27.97	3.41	0.30	0.06	0.09	0.00	0.03
ILLINOIS	4.03	64.45	30.75	0.44	0.21	0.08	0.02	0.02
INDIANA	6.55	76.02	17.21	0.08	0.02	0.11	0.00	0.02
IOWA	0.97	96.32	2.47	0.10	0.00	0.08	0.03	0.04
KANSAS	48.59	43.42	7.36	0.32	0.03	0.15	0.03	0.10
KENTUCKY	18.46	72.26	8.36	0.56	0.00	0.26	0.00	0.10
LOUISIANA	22.95	33.62	42.66	0.13	0.00	0.27	0.03	0.33
MAINE	46.50	48.10	5.09	0.14	0.06	0.00	0.06	0.05
MARYLAND	42.23	27.97	28.42	0.96	0.25	0.00	0.04	0.12
MASSACHUSETTS	69.15	19.09	10.42	0.53	0.65	0.00	0.09	0.08
MICHIGAN	37.53	41.53	20.55	0.15	.	0.18	0.03	0.02
MINNESOTA	15.14	83.59	0.77	0.21	0.00	0.25	0.00	0.03
MISSISSIPPI	19.83	51.90	28.08	0.00	0.00	0.00	0.00	0.19
MISSOURI	24.00	62.51	13.06	0.30	0.05	0.01	0.01	0.06
MONTANA	52.10	42.72	4.94	0.00	0.00	0.12	0.08	0.03
NEBRASKA	62.33	31.64	5.82	0.04	0.02	0.01	0.00	0.14
NEVADA	19.96	70.14	9.79	0.04	0.00	0.01	0.01	0.05
NEW HAMPSHIRE	57.31	25.46	15.75	0.11	0.60	0.08	0.60	0.10
NEW JERSEY	9.50	41.90	44.83	1.67	1.85	0.04	0.02	0.19
NEW MEXICO	85.66	6.24	7.85	0.00	0.00	0.19	0.00	0.06
NEW YORK	1.68	54.62	41.63	1.37	0.31	0.17	0.00	0.22
NORTH CAROLINA	56.79	34.97	8.12	0.02	0.01	0.04	0.00	0.05
NORTH DAKOTA	84.97	13.22	1.23	0.25	0.02	0.05	0.09	0.18
OHIO	31.73	55.79	9.57	0.15	2.51	0.18	.	0.07
OKLAHOMA	45.95	48.13	5.47	0.06	0.09	0.08	0.09	0.13
OREGON	62.53	34.21	2.41	0.08	0.52	0.03	0.05	0.17
PENNSYLVANIA	23.31	47.23	28.79	0.44	0.00	0.21	0.00	0.01
PUERTO RICO	2.36	78.39	14.50	2.68	1.40	0.29	0.21	0.18
RHODE ISLAND	51.75	20.48	25.90	0.74	0.43	0.00	0.52	0.18
SOUTH CAROLINA	13.47	66.21	19.96	0.13	0.04	0.04	0.00	0.14
SOUTH DAKOTA	28.51	69.94	1.26	0.07	0.03	0.08	0.10	0.02
TENNESSEE	44.72	41.02	13.50	0.39	0.17	0.04	0.00	0.14
TEXAS	9.58	77.99	11.90	0.14	0.00	0.00	0.16	0.22
UTAH	39.43	45.27	15.06	0.17	0.00	0.01	0.00	0.06
VERMONT	94.01	3.24	1.33	0.14	0.55	0.04	0.61	0.08
VIRGINIA	31.72	44.10	23.45	0.11	0.24	0.22	0.09	0.08
WASHINGTON	47.82	43.02	8.81	0.10	0.11	0.05	0.01	0.08
WEST VIRGINIA	8.79	76.78	14.28	0.00	0.00	0.08	0.01	0.06
WISCONSIN	26.40	66.46	6.91	0.08	0.00	0.10	0.00	0.04
WYOMING	57.41	41.01	0.82	0.11	0.09	0.46	0.09	0.02
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	22.93	46.94	29.69	0.11	0.00	0.33	0.00	0.00
NORTHERN MARIANAS	62.20	36.59	0.00	0.00	1.22	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	26.90	17.70	54.71	0.46	0.00	0.00	0.00	0.23
BUR. OF INDIAN AFFAIRS	31.13	62.37	4.36	0.00	0.31	1.48	0.34	0.03
U.S. AND OUTLYING AREAS	24.66	54.16	20.04	0.58	0.34	0.08	0.04	0.10
50 STATES, D.C. & P.R.	24.64	54.16	20.05	0.58	0.34	0.08	0.04	0.10

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	18,748	333	148	11	0	0	1	8
ALASKA	1,973	466	256	0	0	0	0	0
ARIZONA	496	9,736	185	4	0	0	0	0
ARKANSAS	6,217	268	95	14	0	1	1	0
CALIFORNIA	89,889	3,915	6,029	391	64	1	0	0
COLORADO	5,141	2,746	376	3	1	0	3	3
CONNECTICUT	8,258	735	708	19	37	1	3	1
DELAWARE	1,533	75	0	0	0	0	0	0
DISTRICT OF COLUMBIA	313	17	167	0	0	0	0	0
FLORIDA	58,332	1,093	1,713	17	81	1	0	71
GEORGIA	16,862	4,505	278	47	9	0	11	29
HAWAII	1,978	110	47	0	0	0	0	0
IDAHO	3,479	74	13	4	0	0	0	1
ILLINOIS	48,957	1,572	1,636	75	9	233	3	5
INDIANA	35,107	0	0	13	0	31	0	0
IOWA	8,801	168	46	0	0	0	0	0
KANSAS	10,166	119	72	12	0	1	0	6
KENTUCKY	17,498	2,713	98	0	2	1	0	2
LOUISIANA	16,560	231	1,047	3	1	7	0	29
MAINE	4,940	784	177	2	5	0	0	1
MARYLAND	17,028	2,004	2,865	195	28	0	7	22
MASSACHUSETTS	19,488	1,478	1,798	45	105	0	28	51
MICHIGAN	31,529	717	674	79	.	2	29	0
MINNESOTA	1,471	11,553	96	10	0	3	0	10
MISSISSIPPI	12,157	3,404	551	26	0	1	1	1
MISSOURI	22,884	2,748	1,082	176	34	0	0	4
MONTANA	2,915	90	33	11	0	1	0	1
NEBRASKA	7,358	200	171	4	1	2	1	13
NEVADA	3,653	9	185	6	1	0	0	1
NEW HAMPSHIRE	2,163	779	641	30	26	0	8	4
NEW JERSEY	45,268	431	2,081	56	405	2	1	13
NEW MEXICO	6,841	2,318	1,529	0	0	9	0	3
NEW YORK	15,066	4,612	8,382	474	87	3	0	28
NORTH CAROLINA	23,687	353	191	3	8	1	0	1
NORTH DAKOTA	3,108	161	113	46	1	.	1	15
OHIO	45,081	0	1	0	10,641	0	.	0
OKLAHOMA	14,040	299	89	22	19	2	1	3
OREGON	11,503	1,059	458	6	37	1	4	13
PENNSYLVANIA	43,638	2,666	390	31	54	18	0	0
PUERTO RICO	306	920	136	9	32	0	1	6
RHODE ISLAND	3,006	173	241	3	10	0	0	2
SOUTH CAROLINA	17,010	1,314	401	1	2	0	0	3
SOUTH DAKOTA	2,041	1,485	82	5	3	0	0	5
TENNESSEE	20,963	1,862	957	15	5	0	0	10
TEXAS	57,236	3,880	568	14	0	0	172	41
UTAH	5,933	1,075	482	3	0	0	0	1
VERMONT	2,080	71	39	2	8	1	5	15
VIRGINIA	19,876	3,487	308	7	159	12	3	18
WASHINGTON	13,823	607	319	1	1	1	5	12
WEST VIRGINIA	422	10,124	8	0	0	0	0	1
WISCONSIN	14,765	359	334	10	12	3	1	4
WYOMING	2,286	281	3	0	11	5	1	1
AMERICAN SAMOA	64	0	0	0	0	0	0	0
GUAM	184	16	4	1	0	0	0	0
NORTHERN MARIANAS	26	2	0	0	1	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	40	1	62	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,414	80	91	0	0	0	0	0
U.S. AND OUTLYING AREAS	845,601	90,278	38,456	1,907	11,900	344	291	458
50 STATES, D.C. & P.R.	843,873	90,179	38,299	1,905	11,899	344	291	458

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	97.40	1.73	0.77	0.06	0.00	0.00	0.01	0.04
ALASKA	73.21	17.29	9.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.76	93.43	1.78	0.04	0.00	0.00	0.00	0.00
ARKANSAS	94.25	4.06	1.44	0.21	0.00	0.02	0.02	0.00
CALIFORNIA	89.63	3.90	6.01	0.39	0.06	0.00	0.00	0.00
COLORADO	62.14	33.19	4.54	0.04	0.01	0.00	0.04	0.04
CONNECTICUT	84.59	7.53	7.25	0.19	0.38	0.01	0.03	0.01
DELAWARE	95.34	4.66	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	62.98	3.42	33.60	0.00	0.00	0.00	0.00	0.00
FLORIDA	95.15	1.78	2.79	0.03	0.13	0.00	0.00	0.12
GEORGIA	77.56	20.72	1.28	0.22	0.04	0.00	0.05	0.13
HAWAII	92.65	5.15	2.20	0.00	0.00	0.00	0.00	0.00
IDAHO	97.42	2.07	0.36	0.11	0.00	0.00	0.00	0.03
ILLINOIS	93.27	2.99	3.12	0.14	0.02	0.44	0.01	0.01
INDIANA	99.87	0.00	0.00	0.04	0.00	0.09	0.00	0.00
IOWA	97.63	1.86	0.51	0.00	0.00	0.00	0.00	0.00
KANSAS	97.98	1.15	0.69	0.12	0.00	0.01	0.00	0.06
KENTUCKY	86.14	13.36	0.48	0.00	0.01	0.00	0.00	0.01
LOUISIANA	92.63	1.29	5.86	0.02	0.01	0.04	0.00	0.16
MAINE	83.60	13.27	3.00	0.03	0.08	0.00	0.00	0.02
MARYLAND	76.88	9.05	12.94	0.88	0.13	0.00	0.03	0.10
MASSACHUSETTS	84.76	6.43	7.82	0.20	0.46	0.00	0.12	0.22
MICHIGAN	95.46	2.17	2.04	0.24	.	0.01	0.09	0.00
MINNESOTA	11.19	87.90	0.73	0.08	0.00	0.02	0.00	0.08
MISSISSIPPI	75.32	21.09	3.41	0.16	0.00	0.01	0.01	0.01
MISSOURI	84.98	10.20	4.02	0.65	0.13	0.00	0.00	0.01
MONTANA	95.54	2.95	1.08	0.36	0.00	0.03	0.00	0.03
NEBRASKA	94.94	2.58	2.21	0.05	0.01	0.03	0.01	0.17
NEVADA	94.76	0.23	4.80	0.16	0.03	0.00	0.00	0.03
NEW HAMPSHIRE	59.24	21.34	17.56	0.82	0.71	0.00	0.22	0.11
NEW JERSEY	93.81	0.89	4.31	0.12	0.84	0.00	0.00	0.03
NEW MEXICO	63.93	21.66	14.29	0.00	0.00	0.08	0.00	0.03
NEW YORK	52.58	16.10	29.25	1.65	0.30	0.01	0.00	0.10
NORTH CAROLINA	97.70	1.46	0.79	0.01	0.03	0.00	0.00	0.00
NORTH DAKOTA	90.22	4.67	3.28	1.34	0.03	.	0.03	0.44
OHIO	80.90	0.00	0.00	0.00	19.10	0.00	.	0.00
OKLAHOMA	96.99	2.07	0.61	0.15	0.13	0.01	0.01	0.02
OREGON	87.94	8.10	3.50	0.05	0.28	0.01	0.03	0.10
PENNSYLVANIA	93.25	5.70	0.83	0.07	0.12	0.04	0.00	0.00
PUERTO RICO	21.70	65.25	9.65	0.64	2.27	0.00	0.07	0.43
RHODE ISLAND	87.51	5.04	7.02	0.09	0.29	0.00	0.00	0.06
SOUTH CAROLINA	90.81	7.02	2.14	0.01	0.01	0.00	0.00	0.02
SOUTH DAKOTA	56.37	41.01	2.26	0.14	0.08	0.00	0.00	0.14
TENNESSEE	88.04	7.82	4.02	0.06	0.02	0.00	0.00	0.04
TEXAS	92.45	6.27	0.92	0.02	0.00	0.00	0.28	0.07
UTAH	79.17	14.34	6.43	0.04	0.00	0.00	0.00	0.01
VERMONT	93.65	3.20	1.76	0.09	0.36	0.05	0.23	0.68
VIRGINIA	83.27	14.61	1.29	0.03	0.67	0.05	0.01	0.08
WASHINGTON	93.59	4.11	2.16	0.01	0.01	0.01	0.03	0.08
WEST VIRGINIA	4.00	95.92	0.08	0.00	0.00	0.00	0.00	0.01
WISCONSIN	95.33	2.32	2.16	0.06	0.08	0.02	0.01	0.03
WYOMING	88.33	10.86	0.12	0.00	0.43	0.19	0.04	0.04
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	89.76	7.80	1.95	0.49	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	89.66	6.90	0.00	0.00	3.45	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	38.46	0.96	59.62	0.96	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	89.21	5.05	5.74	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	85.48	9.13	3.89	0.19	1.20	0.03	0.03	0.05
50 STATES, D.C. & P.R.	85.48	9.13	3.88	0.19	1.21	0.03	0.03	0.05

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	1,904	5,545	16,628	638	55	8	10	50
ALASKA	32	139	263	1	0	0	0	0
ARIZONA	73	728	3,756	487	98	2	1	13
ARKANSAS	997	4,490	3,785	56	307	194	84	51
CALIFORNIA	696	506	21,771	1,412	295	731	0	8
COLORADO	72	803	1,788	35	20	6	5	7
CONNECTICUT	109	562	2,248	440	97	3	41	6
DELAWARE	182	313	592	258	0	0	20	6
DISTRICT OF COLUMBIA	3	107	543	289	53	0	12	0
FLORIDA	571	1,293	17,203	4,736	37	13	0	18
GEORGIA	1,907	6,098	13,961	245	18	699	12	45
HAWAII	45	309	952	0	0	0	0	16
IDAHO	507	891	1,133	45	8	8	0	5
ILLINOIS	152	788	17,148	2,633	1,866	192	240	12
INDIANA	152	2,148	15,280	1,135	0	61	34	28
IOWA	28	6,575	3,402	397	0	42	32	5
KANSAS	220	1,100	3,307	396	24	60	39	12
KENTUCKY	1,640	9,237	5,706	360	10	35	1	94
LOUISIANA	173	653	8,834	847	2	516	31	64
MAINE	133	658	900	26	53	0	3	7
MARYLAND	776	358	2,369	1,383	115	0	72	14
MASSACHUSETTS	2,635	2,966	6,551	209	381	0	90	47
MICHIGAN	816	2,936	10,854	3,392	.	42	9	16
MINNESOTA	312	7,426	1,688	297	4	105	5	18
MISSISSIPPI	147	1,791	3,893	130	0	129	6	32
MISSOURI	450	2,008	8,689	3,441	71	45	20	99
MONTANA	217	274	529	1	0	5	0	1
NEBRASKA	651	1,516	1,849	137	17	53	6	5
NEVADA	19	267	630	353	1	0	0	4
NEW HAMPSHIRE	185	141	415	34	49	1	19	5
NEW JERSEY	13	90	2,755	1,752	548	37	15	12
NEW MEXICO	502	3	1,326	0	8	0	0	44
NEW YORK	48	1,062	11,975	5,537	524	125	85	62
NORTH CAROLINA	1,986	6,720	9,388	1,327	166	38	176	45
NORTH DAKOTA	165	301	780	10	3	8	20	10
OHIO	1,066	24,332	15,663	426	48	198	.	85
OKLAHOMA	1,047	3,941	6,138	132	13	11	11	34
OREGON	431	827	2,296	27	8	2	5	28
PENNSYLVANIA	814	6,616	20,843	2,497	151	105	107	23
PUERTO RICO	113	5,178	7,264	1,096	407	76	30	335
RHODE ISLAND	24	35	805	6	138	0	17	5
SOUTH CAROLINA	566	3,926	8,224	792	1	179	3	50
SOUTH DAKOTA	92	813	417	20	45	15	58	0
TENNESSEE	895	3,437	7,344	328	190	232	12	52
TEXAS	129	4,976	16,176	1,617	43	405	23	97
UTAH	126	502	2,513	237	0	18	0	3
VERMONT	968	100	271	10	11	0	8	6
VIRGINIA	273	2,583	8,959	442	26	149	38	45
WASHINGTON	962	2,261	3,995	64	7	20	0	3
WEST VIRGINIA	67	2,217	5,052	259	5	10	1	18
WISCONSIN	180	1,149	2,766	220	1	25	0	6
WYOMING	264	236	41	6	1	85	8	1
AMERICAN SAMOA	157	14	21	0	0	0	0	0
GUAM	7	46	108	2	3	0	0	0
NORTHERN MARIANAS	16	23	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	10	538	30	0	0	3	1
BUR. OF INDIAN AFFAIRS	17	211	77	0	0	4	2	0
U.S. AND OUTLYING AREAS	26,732	134,235	312,402	40,650	5,928	4,692	1,414	1,653
50 STATES, D.C. & P.R.	26,535	133,931	311,658	40,618	5,925	4,688	1,409	1,652

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	7.67	22.32	66.95	2.57	0.22	0.03	0.04	0.20
ALASKA	7.36	31.95	60.46	0.23	0.00	0.00	0.00	0.00
ARIZONA	1.42	14.11	72.82	9.44	1.90	0.04	0.02	0.25
ARKANSAS	10.01	45.06	37.99	0.56	3.08	1.95	0.84	0.51
CALIFORNIA	2.74	1.99	85.65	5.55	1.16	2.88	0.00	0.03
COLORADO	2.63	29.35	65.35	1.28	0.73	0.22	0.18	0.26
CONNECTICUT	3.11	16.03	64.12	12.55	2.77	0.09	1.17	0.17
DELAWARE	13.27	22.83	43.18	18.82	0.00	0.00	1.46	0.44
DISTRICT OF COLUMBIA	0.30	10.63	53.92	28.70	5.26	0.00	1.19	0.00
FLORIDA	2.39	5.42	72.07	19.84	0.15	0.05	0.00	0.08
GEORGIA	8.30	26.53	60.74	1.07	0.08	3.04	0.05	0.20
HAWAII	3.40	23.37	72.01	0.00	0.00	0.00	0.00	1.21
IDAHO	19.52	34.31	43.63	1.73	0.31	0.31	0.00	0.19
ILLINOIS	0.66	3.42	74.46	11.43	8.10	0.83	1.04	0.05
INDIANA	0.81	11.40	81.11	6.03	0.00	0.32	0.18	0.15
IOWA	0.27	62.73	32.46	3.79	0.00	0.40	0.31	0.05
KANSAS	4.27	21.33	64.11	7.68	0.47	1.16	0.76	0.23
KENTUCKY	9.60	54.07	33.40	2.11	0.06	0.20	0.01	0.55
LOUISIANA	1.56	5.87	79.44	7.62	0.02	4.64	0.28	0.58
MAINE	7.47	36.97	50.56	1.46	2.98	0.00	0.17	0.39
MARYLAND	15.25	7.04	46.57	27.19	2.26	0.00	1.42	0.28
MASSACHUSETTS	20.46	23.03	50.87	1.62	2.96	0.00	0.70	0.36
MICHIGAN	4.52	16.25	60.08	18.78	.	0.23	0.05	0.09
MINNESOTA	3.17	75.35	17.13	3.01	0.04	1.07	0.05	0.18
MISSISSIPPI	2.40	29.23	63.53	2.12	0.00	2.11	0.10	0.52
MISSOURI	3.04	13.55	58.62	23.21	0.48	0.30	0.13	0.67
MONTANA	21.13	26.68	51.51	0.10	0.00	0.49	0.00	0.10
NEBRASKA	15.38	35.81	43.67	3.24	0.40	1.25	0.14	0.12
NEVADA	1.49	20.96	49.45	27.71	0.08	0.00	0.00	0.31
NEW HAMPSHIRE	21.79	16.61	48.88	4.00	5.77	0.12	2.24	0.59
NEW JERSEY	0.25	1.72	52.76	33.55	10.49	0.71	0.29	0.23
NEW MEXICO	26.66	0.16	70.42	0.00	0.42	0.00	0.00	2.34
NEW YORK	0.25	5.47	61.67	28.51	2.70	0.64	0.44	0.32
NORTH CAROLINA	10.01	33.86	47.30	6.69	0.84	0.19	0.89	0.23
NORTH DAKOTA	12.72	23.21	60.14	0.77	0.23	0.62	1.54	0.77
OHIO	2.55	58.19	37.46	1.02	0.11	0.47	.	0.20
OKLAHOMA	9.24	34.79	54.19	1.17	0.11	0.10	0.10	0.30
OREGON	11.89	22.82	63.36	0.75	0.22	0.06	0.14	0.77
PENNSYLVANIA	2.61	21.24	66.90	8.01	0.48	0.34	0.34	0.07
PUERTO RICO	0.78	35.71	50.10	7.56	2.81	0.52	0.21	2.31
RHODE ISLAND	2.33	3.40	78.16	0.58	13.40	0.00	1.65	0.49
SOUTH CAROLINA	4.12	28.57	59.85	5.76	0.01	1.30	0.02	0.36
SOUTH DAKOTA	6.30	55.68	28.56	1.37	3.08	1.03	3.97	0.00
TENNESSEE	7.17	27.52	58.80	2.63	1.52	1.86	0.10	0.42
TEXAS	0.55	21.21	68.93	6.89	0.18	1.73	0.10	0.41
UTAH	3.71	14.77	73.93	6.97	0.00	0.53	0.00	0.09
VERMONT	70.45	7.28	19.72	0.73	0.80	0.00	0.58	0.44
VIRGINIA	2.18	20.64	71.59	3.53	0.21	1.19	0.30	0.36
WASHINGTON	13.16	30.92	54.64	0.88	0.10	0.27	0.00	0.04
WEST VIRGINIA	0.88	29.06	66.22	3.39	0.07	0.13	0.01	0.24
WISCONSIN	4.14	26.43	63.63	5.06	0.02	0.58	0.00	0.14
WYOMING	41.12	36.76	6.39	0.93	0.16	13.24	1.25	0.16
AMERICAN SAMOA	81.77	7.29	10.94	0.00	0.00	0.00	0.00	0.00
GUAM	4.22	27.71	65.06	1.20	1.81	0.00	0.00	0.00
NORTHERN MARIANAS	41.03	58.97	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	1.72	92.44	5.15	0.00	0.00	0.52	0.17
BUR. OF INDIAN AFFAIRS	5.47	67.85	24.76	0.00	0.00	1.29	0.64	0.00
U.S. AND OUTLYING AREAS	5.06	25.44	59.20	7.70	1.12	0.89	0.27	0.31
50 STATES, D.C. & P.R.	5.04	25.44	59.20	7.72	1.13	0.89	0.27	0.31

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,348	1,159	1,376	76	2	125	147	101
ALASKA	99	220	248	71	0	12	0	11
ARIZONA	132	1,056	1,318	263	111	37	563	43
ARKANSAS	35	74	87	3	12	0	30	9
CALIFORNIA	522	954	6,510	423	5,111	374	0	41
COLORADO	1,663	3,822	2,060	181	21	137	311	235
CONNECTICUT	3,547	1,953	2,721	682	989	204	627	230
DELAWARE	294	331	307	91	0	12	8	29
DISTRICT OF COLUMBIA	23	61	319	106	77	0	237	13
FLORIDA	4,089	5,846	11,732	2,109	99	93	278	41
GEORGIA	7,347	6,308	5,509	198	4	444	56	10
HAWAII	261	303	499	0	3	0	7	22
IDAHO	144	74	92	59	5	10	1	0
ILLINOIS	551	5,125	12,044	3,242	3,197	929	412	44
INDIANA	678	1,381	3,479	240	0	164	65	39
IOWA	143	3,738	2,545	412	0	213	177	37
KANSAS	1,422	1,330	1,023	279	26	371	55	18
KENTUCKY	205	1,260	1,243	251	6	228	75	85
LOUISIANA	371	497	3,239	359	0	191	42	68
MAINE	1,470	1,326	780	103	122	3	100	51
MARYLAND	1,144	424	1,293	775	782	158	410	52
MASSACHUSETTS	2,199	1,107	3,886	1,639	2,144	0	168	153
MICHIGAN	5,253	4,970	5,358	1,447	.	683	213	15
MINNESOTA	1,328	8,906	660	1,230	2	791	20	49
MISSISSIPPI	14	54	110	0	5	2	8	9
MISSOURI	1,636	4,526	3,446	1,038	630	75	100	78
MONTANA	253	172	232	4	0	43	31	3
NEBRASKA	972	635	772	70	64	41	5	14
NEVADA	120	518	337	25	0	16	5	6
NEW HAMPSHIRE	847	340	313	10	152	51	147	10
NEW JERSEY	396	2,347	5,236	1,852	3,701	285	40	268
NEW MEXICO	1,508	190	1,457	0	0	44	14	107
NEW YORK	924	7,054	22,388	5,694	4,900	1,354	402	676
NORTH CAROLINA	3,113	2,369	3,667	238	7	150	19	127
NORTH DAKOTA	183	111	102	4	0	16	20	1
OHIO	425	3,054	3,133	2,611	15	142	.	191
OKLAHOMA	170	331	1,125	42	17	90	40	56
OREGON	1,118	677	689	163	343	49	15	104
PENNSYLVANIA	1,882	4,358	7,354	1,427	696	724	210	305
PUERTO RICO	26	264	449	30	18	6	2	51
RHODE ISLAND	326	243	559	10	188	0	161	18
SOUTH CAROLINA	538	2,123	2,125	258	2	33	5	43
SOUTH DAKOTA	102	171	82	29	37	44	77	2
TENNESSEE	683	596	911	176	113	107	5	39
TEXAS	1,978	13,130	8,961	1,334	20	2	269	2,237
UTAH	2,729	2,432	1,907	179	0	150	0	48
VERMONT	628	33	59	61	22	12	65	16
VIRGINIA	1,554	2,168	4,250	265	305	286	293	71
WASHINGTON	1,390	1,691	1,315	179	138	195	14	87
WEST VIRGINIA	199	914	917	3	5	65	15	19
WISCONSIN	2,389	5,045	3,688	333	6	188	1	43
WYOMING	348	408	7	20	1	63	12	3
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	7	3	7	1	0	0	0	1
NORTHERN MARIANAS	6	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	23	4	0	0	15	0
BUR. OF INDIAN AFFAIRS	121	254	72	0	2	11	27	5
U.S. AND OUTLYING AREAS	61,853	108,437	144,024	30,299	24,100	9,423	6,019	6,034
50 STATES, D.C. & P.R.	61,719	108,179	143,919	30,294	24,098	9,412	5,977	6,028

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TABLE AB2

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DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	44.02	21.73	25.80	1.42	0.04	2.34	2.76	1.89
ALASKA	14.98	33.28	37.52	10.74	0.00	1.82	0.00	1.66
ARIZONA	3.75	29.97	37.41	7.47	3.15	1.05	15.98	1.22
ARKANSAS	14.00	29.60	34.80	1.20	4.80	0.00	12.00	3.60
CALIFORNIA	3.75	6.85	46.72	3.04	36.68	2.68	0.00	0.29
COLORADO	19.73	45.34	24.44	2.15	0.25	1.63	3.69	2.79
CONNECTICUT	32.38	17.83	24.84	6.23	9.03	1.86	5.72	2.10
DELAWARE	27.43	30.88	28.64	8.49	0.00	1.12	0.75	2.71
DISTRICT OF COLUMBIA	2.75	7.30	38.16	12.68	9.21	0.00	28.35	1.56
FLORIDA	16.84	24.07	48.31	8.68	0.41	0.38	1.14	0.17
GEORGIA	36.96	31.74	27.72	1.00	0.02	2.23	0.28	0.05
HAWAII	23.84	27.67	45.57	0.00	0.27	0.00	0.64	2.01
IDAHO	37.40	19.22	23.90	15.32	1.30	2.60	0.26	0.00
ILLINOIS	2.16	20.06	47.15	12.69	12.52	3.64	1.61	0.17
INDIANA	11.21	22.84	57.54	3.97	0.00	2.71	1.08	0.65
IOWA	1.97	51.45	35.03	5.67	0.00	2.93	2.44	0.51
KANSAS	31.43	29.40	22.61	6.17	0.57	8.20	1.22	0.40
KENTUCKY	6.11	37.58	37.07	7.49	0.18	6.80	2.24	2.54
LOUISIANA	7.78	10.43	67.95	7.53	0.00	4.01	0.88	1.43
MAINE	37.17	33.53	19.72	2.60	3.08	0.08	2.53	1.29
MARYLAND	22.71	8.42	25.66	15.38	15.52	3.14	8.14	1.03
MASSACHUSETTS	19.47	9.80	34.40	14.51	18.98	0.00	1.49	1.35
MICHIGAN	29.28	27.71	29.87	8.07	.	3.81	1.19	0.08
MINNESOTA	10.23	68.58	5.08	9.47	0.02	6.09	0.15	0.38
MISSISSIPPI	6.93	26.73	54.46	0.00	2.48	0.99	3.96	4.46
MISSOURI	14.19	39.26	29.89	9.00	5.46	0.65	0.87	0.68
MONTANA	34.28	23.31	31.44	0.54	0.00	5.83	4.20	0.41
NEBRASKA	37.78	24.68	30.00	2.72	2.49	1.59	0.19	0.54
NEVADA	11.68	50.44	32.81	2.43	0.00	1.56	0.49	0.58
NEW HAMPSHIRE	45.29	18.18	16.74	0.53	8.13	2.73	7.86	0.53
NEW JERSEY	2.80	16.52	37.07	13.11	26.20	2.02	0.28	1.90
NEW MEXICO	45.42	5.72	43.89	0.00	0.00	1.33	0.42	3.22
NEW YORK	2.13	16.26	51.59	13.12	11.29	3.12	0.93	1.56
NORTH CAROLINA	32.13	24.45	37.84	2.46	0.07	1.55	0.20	1.31
NORTH DAKOTA	41.88	25.40	23.34	0.92	0.00	3.66	4.58	0.23
OHIO	4.44	31.91	32.73	27.28	0.16	1.48	.	2.00
OKLAHOMA	9.09	17.69	60.13	2.24	0.91	4.81	2.14	2.99
OREGON	35.40	21.44	21.82	5.16	10.86	1.55	0.47	3.29
PENNSYLVANIA	11.10	25.70	43.37	8.42	4.10	4.27	1.24	1.80
PUERTO RICO	3.07	31.21	53.07	3.55	2.13	0.71	0.24	6.03
RHODE ISLAND	21.66	16.15	37.14	0.66	12.49	0.00	10.70	1.20
SOUTH CAROLINA	10.49	41.41	41.45	5.03	0.04	0.64	0.10	0.84
SOUTH DAKOTA	18.75	31.43	15.07	5.33	6.80	8.09	14.15	0.37
TENNESSEE	25.97	22.66	34.64	6.69	4.30	4.07	0.19	1.48
TEXAS	7.08	47.01	32.08	4.78	0.07	0.01	0.96	8.01
UTAH	36.66	32.67	25.61	2.40	0.00	2.01	0.00	0.64
VERMONT	70.09	3.68	6.58	6.81	2.46	1.34	7.25	1.79
VIRGINIA	16.91	23.59	46.24	2.88	3.32	3.11	3.19	0.77
WASHINGTON	27.75	33.76	26.25	3.57	2.76	3.89	0.28	1.74
WEST VIRGINIA	9.31	42.77	42.91	0.14	0.23	3.04	0.70	0.89
WISCONSIN	20.43	43.15	31.54	2.85	0.05	1.61	0.01	0.37
WYOMING	40.37	47.33	0.81	2.32	0.12	7.31	1.39	0.35
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	36.84	15.79	36.84	5.26	0.00	0.00	0.00	5.26
NORTHERN MARIANAS	85.71	0.00	14.29	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	2.33	53.49	9.30	0.00	0.00	34.88	0.00
BUR. OF INDIAN AFFAIRS	24.59	51.63	14.63	0.00	0.41	2.24	5.49	1.02
U.S. AND OUTLYING AREAS	15.85	27.79	36.91	7.77	6.18	2.42	1.54	1.55
50 STATES, D.C. & P.R.	15.84	27.76	36.94	7.78	6.18	2.42	1.53	1.55

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CNTL(LBXXNP1A)
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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	18	48	780	146	5	58	2	27
ALASKA	45	129	256	3	0	7	0	0
ARIZONA	25	107	594	215	84	30	1	16
ARKANSAS	19	86	350	35	93	19	48	21
CALIFORNIA	171	126	4,609	299	362	13	0	0
COLORADO	241	1,216	2,120	211	2	64	14	44
CONNECTICUT	109	146	560	180	134	21	39	14
DELAWARE	1	12	6	16	0	2	0	4
DISTRICT OF COLUMBIA	0	0	1	4	102	4	9	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	5	194	4	0	0	0	6
IDAHO	43	54	143	7	0	1	0	5
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	2	1	404	231	0	103	19	7
IOWA	5	0	335	158	0	2	58	3
KANSAS	200	345	527	142	5	168	18	35
KENTUCKY	51	113	699	174	16	8	2	24
LOUISIANA	8	4	549	168	0	106	2	44
MAINE	140	326	496	35	16	0	27	24
MARYLAND	816	219	781	1,377	295	19	147	39
MASSACHUSETTS	286	318	997	167	276	0	126	154
MICHIGAN	40	15	463	1,365	.	19	1	38
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	8	164	55	0	50	3	16
MISSOURI	44	74	178	186	44	20	2	4
MONTANA	71	47	202	3	0	4	2	3
NEBRASKA	36	25	290	51	4	12	7	14
NEVADA	2	49	50	137	0	0	3	4
NEW HAMPSHIRE	57	22	40	88	31	0	24	5
NEW JERSEY	106	455	2,975	1,884	2,219	166	58	77
NEW MEXICO	78	8	554	0	2	43	3	22
NEW YORK	146	596	3,739	4,031	2,018	45	327	244
NORTH CAROLINA	41	88	569	244	27	153	132	21
NORTH DAKOTA	.	.	.	.	0	.	.	.
OHIO	95	1,622	3,877	787	95	15	.	66
OKLAHOMA	33	42	973	175	4	89	16	60
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	5	3	167	315	0	4	2	15
PUERTO RICO	16	47	268	64	23	8	5	674
RHODE ISLAND	4	3	61	0	48	0	6	1
SOUTH CAROLINA	13	59	148	56	1	127	0	5
SOUTH DAKOTA	16	129	145	18	18	33	63	9
TENNESSEE	45	57	1,107	101	138	40	0	40
TEXAS	36	508	1,461	469	22	137	32	166
UTAH	18	18	627	685	0	31	0	27
VERMONT	49	4	38	5	3	0	6	4
VIRGINIA	225	237	1,217	88	39	136	26	16
WASHINGTON	218	350	1,821	49	10	137	0	36
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	2,155	8,980	8,048	386	4	301	0	41
WYOMING	.	.	.	.	.	37	.	.
AMERICAN SAMOA	0	0	8	0	0	0	0	0
GUAM	2	4	23	3	11	0	0	0
NORTHERN MARIANAS	17	26	9	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	28	6	0	0	6	2
BUR. OF INDIAN AFFAIRS	14	47	84	0	2	10	5	0
U.S. AND OUTLYING AREAS	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077
50 STATES, D.C. & P.R.	5,731	16,701	43,583	14,814	6,140	2,232	1,230	2,075

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.66	4.43	71.96	13.47	0.46	5.35	0.18	2.49
ALASKA	10.23	29.32	58.18	0.88	0.00	1.59	0.00	0.00
ARIZONA	2.33	9.98	55.41	20.06	7.84	2.80	0.09	1.49
ARKANSAS	2.83	12.82	52.16	5.22	13.86	2.83	7.15	3.13
CALIFORNIA	3.06	2.26	82.60	5.36	6.49	0.23	0.00	0.00
COLORADO	6.16	31.08	54.19	5.39	0.05	1.64	0.36	1.12
CONNECTICUT	9.06	12.14	46.55	14.96	11.14	1.75	3.24	1.16
DELAWARE	2.44	29.27	14.63	39.02	0.00	4.88	0.00	9.76
DISTRICT OF COLUMBIA	0.00	0.00	0.83	3.33	85.00	3.33	7.50	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.48	2.38	92.38	1.90	0.00	0.00	0.00	2.86
IDAHO	17.00	21.34	56.52	2.77	0.00	0.40	0.00	1.98
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.26	0.13	52.67	30.12	0.00	13.43	2.48	0.91
IOWA	0.89	0.00	59.71	28.16	0.00	0.36	10.34	0.53
KANSAS	13.89	23.96	36.60	9.86	0.35	11.67	1.25	2.43
KENTUCKY	4.69	10.40	64.31	16.01	1.47	0.74	0.18	2.21
LOUISIANA	0.91	0.45	62.32	19.07	0.00	12.03	0.23	4.99
MAINE	13.16	30.64	46.62	3.29	1.50	0.00	2.54	2.26
MARYLAND	22.10	5.93	21.15	37.29	7.99	0.51	3.98	1.06
MASSACHUSETTS	12.31	13.68	42.90	7.19	11.88	0.00	5.42	6.63
MICHIGAN	2.06	0.77	23.85	70.32	.	0.98	0.05	1.96
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.34	2.69	55.22	18.52	0.00	16.84	1.01	5.39
MISSOURI	7.97	13.41	32.25	33.70	7.97	3.62	0.36	0.72
MONTANA	21.39	14.16	60.84	0.90	0.00	1.20	0.60	0.90
NEBRASKA	8.20	5.69	66.06	11.62	0.91	2.73	1.59	3.19
NEVADA	0.82	20.00	20.41	55.92	0.00	0.00	1.22	1.63
NEW HAMPSHIRE	21.35	8.24	14.98	32.96	11.61	0.00	8.99	1.87
NEW JERSEY	1.34	5.73	37.47	23.73	27.95	2.09	0.73	0.97
NEW MEXICO	10.99	1.13	78.03	0.00	0.28	6.06	0.42	3.10
NEW YORK	1.31	5.35	33.55	36.17	18.11	0.40	2.93	2.19
NORTH CAROLINA	3.22	6.90	44.63	19.14	2.12	12.00	10.35	1.65
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.45	24.74	59.13	12.00	1.45	0.23	.	1.01
OKLAHOMA	2.37	3.02	69.90	12.57	0.29	6.39	1.15	4.31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.98	0.59	32.68	61.64	0.00	0.78	0.39	2.94
PUERTO RICO	1.45	4.25	24.25	5.79	2.08	0.72	0.45	61.00
RHODE ISLAND	3.25	2.44	49.59	0.00	39.02	0.00	4.88	0.81
SOUTH CAROLINA	3.18	14.43	36.19	13.69	0.24	31.05	0.00	1.22
SOUTH DAKOTA	3.71	29.93	33.64	4.18	4.18	7.66	14.62	2.09
TENNESSEE	2.95	3.73	72.45	6.61	9.03	2.62	0.00	2.62
TEXAS	1.27	17.94	51.61	16.57	0.78	4.84	1.13	5.86
UTAH	1.28	1.28	44.59	48.72	0.00	2.20	0.00	1.92
VERMONT	44.95	3.67	34.86	4.59	2.75	0.00	5.50	3.67
VIRGINIA	11.34	11.95	61.34	4.44	1.97	6.85	1.31	0.81
WASHINGTON	8.32	13.35	69.48	1.87	0.38	5.23	0.00	1.17
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	10.82	45.09	40.41	1.94	0.02	1.51	0.00	0.21
WYOMING	.	.	.	.	.	100.00	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	4.65	9.30	53.49	6.98	25.58	0.00	0.00	0.00
NORTHERN MARIANAS	32.69	50.00	17.31	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	66.67	14.29	0.00	0.00	14.29	4.76
BUR. OF INDIAN AFFAIRS	8.64	29.01	51.85	0.00	1.23	6.17	3.09	0.00
U.S. AND OUTLYING AREAS	6.21	18.07	47.12	15.97	6.63	2.42	1.34	2.24
50 STATES, D.C. & P.R.	6.20	18.05	47.11	16.01	6.64	2.41	1.33	2.24

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	397	129	214	36	1	211	2	2
ALASKA	40	60	49	0	0	0	0	0
ARIZONA	88	440	159	297	0	84	0	1
ARKANSAS	161	138	40	60	4	134	2	0
CALIFORNIA	1,006	548	4,565	297	56	914	0	0
COLORADO	273	235	198	5	0	70	0	0
CONNECTICUT	293	110	96	55	99	2	42	1
DELAWARE	60	65	18	45	0	0	0	0
DISTRICT OF COLUMBIA	19	6	21	0	0	0	1	0
FLORIDA	394	304	955	34	0	355	0	0
GEORGIA	282	255	287	147	3	182	0	3
HAWAII	94	68	111	29	0	0	0	0
IDAHO	140	46	15	0	0	4	0	0
ILLINOIS	353	585	1,473	78	13	285	15	1
INDIANA	188	237	451	126	0	136	0	0
IOWA	248	216	160	1	0	147	4	0
KANSAS	162	108	114	20	0	168	1	0
KENTUCKY	263	193	91	15	0	278	0	0
LOUISIANA	272	253	497	9	6	241	0	1
MAINE	151	67	26	3	0	26	1	0
MARYLAND	550	119	162	61	1	255	3	2
MASSACHUSETTS	494	113	394	36	282	0	57	5
MICHIGAN	999	539	785	20	.	152	0	1
MINNESOTA	274	822	75	27	1	211	0	1
MISSISSIPPI	30	139	136	11	0	141	1	0
MISSOURI	348	272	220	158	10	214	6	0
MONTANA	104	28	87	16	0	0	0	0
NEBRASKA	307	85	76	8	2	57	0	1
NEVADA	36	27	109	2	0	0	2	1
NEW HAMPSHIRE	42	16	12	136	7	0	11	0
NEW JERSEY	72	214	587	315	87	0	2	7
NEW MEXICO	137	70	121	0	0	94	0	3
NEW YORK	806	709	968	524	1,122	103	61	10
NORTH CAROLINA	859	286	238	9	0	484	0	1
NORTH DAKOTA	70	18	19	1	0	40	1	.
OHIO	461	694	837	145	20	141	.	4
OKLAHOMA	185	90	215	47	8	135	0	3
OREGON	704	124	124	6	28	114	0	6
PENNSYLVANIA	1,692	406	485	49	318	1	206	0
PUERTO RICO	41	277	371	41	153	2	2	3
RHODE ISLAND	34	15	12	99	3	0	1	0
SOUTH CAROLINA	276	283	247	22	1	135	1	1
SOUTH DAKOTA	145	52	3	34	0	36	2	0
TENNESSEE	499	152	349	63	0	169	0	4
TEXAS	466	1,715	1,806	365	6	111	9	10
UTAH	275	74	46	1	0	232	0	1
VERMONT	119	5	3	0	1	0	37	0
VIRGINIA	348	263	403	10	4	216	2	1
WASHINGTON	873	548	395	2	37	156	0	2
WEST VIRGINIA	38	150	78	21	2	75	2	0
WISCONSIN	172	20	59	8	0	22	0	0
WYOMING	81	52	2	18	0	15	0	0
AMERICAN SAMOA	1	5	8	0	0	0	0	0
GUAM	12	2	17	0	0	0	0	0
NORTHERN MARIANAS	18	4	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	3	23	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	19	5	0	92	0	0	4
U.S. AND OUTLYING AREAS	16,464	12,473	19,017	3,512	2,327	6,548	474	80
50 STATES, D.C. & P.R.	16,421	12,440	18,964	3,512	2,235	6,548	474	76

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TABLE AB2

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HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	40.02	13.00	21.57	3.63	0.10	21.27	0.20	0.20
ALASKA	26.85	40.27	32.89	0.00	0.00	0.00	0.00	0.00
ARIZONA	8.23	41.16	14.87	27.78	0.00	7.86	0.00	0.09
ARKANSAS	29.87	25.60	7.42	11.13	0.74	24.86	0.37	0.00
CALIFORNIA	13.62	7.42	61.81	4.02	0.76	12.37	0.00	0.00
COLORADO	34.96	30.09	25.35	0.64	0.00	8.96	0.00	0.00
CONNECTICUT	41.98	15.76	13.75	7.88	14.18	0.29	6.02	0.14
DELAWARE	31.91	34.57	9.57	23.94	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	40.43	12.77	44.68	0.00	0.00	0.00	2.13	0.00
FLORIDA	19.29	14.89	46.77	1.67	0.00	17.38	0.00	0.00
GEORGIA	24.33	22.00	24.76	12.68	0.26	15.70	0.00	0.26
HAWAII	31.13	22.52	36.75	9.60	0.00	0.00	0.00	0.00
IDAHO	68.29	22.44	7.32	0.00	0.00	1.95	0.00	0.00
ILLINOIS	12.59	20.87	52.55	2.78	0.46	10.17	0.54	0.04
INDIANA	16.52	20.83	39.63	11.07	0.00	11.95	0.00	0.00
IOWA	31.96	27.84	20.62	0.13	0.00	18.94	0.52	0.00
KANSAS	28.27	18.85	19.90	3.49	0.00	29.32	0.17	0.00
KENTUCKY	31.31	22.98	10.83	1.79	0.00	33.10	0.00	0.00
LOUISIANA	21.27	19.78	38.86	0.70	0.47	18.84	0.00	0.08
MAINE	55.11	24.45	9.49	1.09	0.00	9.49	0.36	0.00
MARYLAND	47.70	10.32	14.05	5.29	0.09	22.12	0.26	0.17
MASSACHUSETTS	36.84	8.43	29.38	2.68	18.05	0.00	4.25	0.37
MICHIGAN	40.02	21.59	31.45	0.80	.	6.09	0.00	0.04
MINNESOTA	19.42	58.26	5.32	1.91	0.07	14.95	0.00	0.07
MISSISSIPPI	6.55	30.35	29.69	2.40	0.00	30.79	0.22	0.00
MISSOURI	28.34	22.15	17.92	12.87	0.81	17.43	0.49	0.00
MONTANA	44.26	11.91	37.02	6.81	0.00	0.00	0.00	0.00
NEBRASKA	57.28	15.86	14.18	1.49	0.37	10.63	0.00	0.19
NEVADA	20.34	15.25	61.58	1.13	0.00	0.00	1.13	0.56
NEW HAMPSHIRE	18.75	7.14	5.36	60.71	3.13	0.00	4.91	0.00
NEW JERSEY	5.61	16.67	45.72	24.53	6.78	0.00	0.16	0.55
NEW MEXICO	32.24	16.47	28.47	0.00	0.00	22.12	0.00	0.71
NEW YORK	18.73	16.48	22.50	12.18	26.07	2.39	1.42	0.23
NORTH CAROLINA	45.76	15.24	12.68	0.48	0.00	25.79	0.00	0.05
NORTH DAKOTA	46.98	12.08	12.75	0.67	0.00	26.85	0.67	.
OHIO	20.03	30.15	36.36	6.30	0.87	6.13	.	0.17
OKLAHOMA	27.09	13.18	31.48	6.88	1.17	19.77	0.00	0.44
OREGON	63.65	11.21	11.21	0.54	2.53	10.31	0.00	0.54
PENNSYLVANIA	53.60	12.86	15.36	1.55	10.07	0.03	6.53	0.00
PUERTO RICO	4.61	31.12	41.69	4.61	17.19	0.22	0.22	0.34
RHODE ISLAND	20.73	9.15	7.32	60.37	1.83	0.00	0.61	0.00
SOUTH CAROLINA	28.57	29.30	25.57	2.28	0.10	13.98	0.10	0.10
SOUTH DAKOTA	53.31	19.12	1.10	12.50	0.00	13.24	0.74	0.00
TENNESSEE	40.37	12.30	28.24	5.10	0.00	13.67	0.00	0.32
TEXAS	10.38	38.21	40.24	8.13	0.13	2.47	0.20	0.22
UTAH	43.72	11.76	7.31	0.16	0.00	36.88	0.00	0.16
VERMONT	72.12	3.03	1.82	0.00	0.61	0.00	22.42	0.00
VIRGINIA	27.91	21.09	32.32	0.80	0.32	17.32	0.16	0.08
WASHINGTON	43.37	27.22	19.62	0.10	1.84	7.75	0.00	0.10
WEST VIRGINIA	10.38	40.98	21.31	5.74	0.55	20.49	0.55	0.00
WISCONSIN	61.21	7.12	21.00	2.85	0.00	7.83	0.00	0.00
WYOMING	48.21	30.95	1.19	10.71	0.00	8.93	0.00	0.00
AMERICAN SAMOA	7.14	35.71	57.14	0.00	0.00	0.00	0.00	0.00
GUAM	38.71	6.45	54.84	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	81.82	18.18	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10.34	10.34	79.31	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	6.98	14.73	3.88	0.00	71.32	0.00	0.00	3.10
U.S. AND OUTLYING AREAS	27.04	20.48	31.23	5.77	3.82	10.75	0.78	0.13
50 STATES, D.C. & P.R.	27.07	20.50	31.26	5.79	3.68	10.79	0.78	0.13

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	237	69	140	7	0	0	1	8
ALASKA	46	20	21	0	0	0	0	0
ARIZONA	171	212	235	18	11	0	0	11
ARKANSAS	51	48	39	1	11	0	10	2
CALIFORNIA	1,859	734	4,732	306	31	0	0	0
COLORADO	411	304	103	5	0	4	0	15
CONNECTICUT	167	21	28	7	10	1	0	4
DELAWARE	62	28	52	98	0	0	0	47
DISTRICT OF COLUMBIA	2	11	17	35	0	0	0	0
FLORIDA	876	453	1,998	253	0	1	0	23
GEORGIA	182	180	271	7	3	25	0	5
HAWAII	87	24	81	0	0	0	1	6
IDAHO	106	38	36	0	0	0	0	0
ILLINOIS	384	358	1,088	547	43	51	2	77
INDIANA	278	141	341	23	0	0	0	0
IOWA	369	297	134	5	0	0	3	49
KANSAS	218	68	34	10	23	1	0	3
KENTUCKY	192	136	79	1	0	0	0	12
LOUISIANA	291	205	562	28	0	21	0	40
MAINE	124	42	7	0	0	0	0	0
MARYLAND	376	58	87	18	11	0	0	4
MASSACHUSETTS	555	66	182	5	62	0	5	38
MICHIGAN	1,935	910	1,235	92	.	0	1	43
MINNESOTA	291	862	47	5	0	12	0	9
MISSISSIPPI	99	177	439	52	0	7	3	104
MISSOURI	388	92	168	320	6	0	2	20
MONTANA	51	9	10	0	0	0	0	0
NEBRASKA	274	60	45	5	0	0	0	27
NEVADA	93	192	17	4	0	0	0	0
NEW HAMPSHIRE	83	32	25	11	0	0	0	1
NEW JERSEY	39	141	74	173	160	0	0	10
NEW MEXICO	278	107	215	0	1	0	0	13
NEW YORK	969	399	517	120	192	0	0	32
NORTH CAROLINA	565	139	179	50	0	0	0	19
NORTH DAKOTA	63	9	17	2	1	.	6	1
OHIO	586	469	567	123	15	0	.	930
OKLAHOMA	155	34	85	7	0	0	0	1
OREGON	465	151	176	6	2	0	0	17
PENNSYLVANIA	183	67	628	244	95	0	26	10
PUERTO RICO	115	125	28	7	108	0	1	34
RHODE ISLAND	46	53	37	0	18	0	2	1
SOUTH CAROLINA	165	276	238	42	0	1	0	12
SOUTH DAKOTA	43	57	10	2	4	2	39	2
TENNESSEE	306	178	399	60	2	0	0	125
TEXAS	535	1,884	1,198	99	1	1	210	267
UTAH	53	56	87	0	0	0	0	24
VERMONT	82	2	2	0	1	0	1	3
VIRGINIA	313	176	230	32	10	0	2	4
WASHINGTON	608	248	201	9	7	0	0	11
WEST VIRGINIA	84	83	127	7	0	0	1	4
WISCONSIN	371	72	94	0	0	0	0	5
WYOMING	94	46	5	2	0	6	2	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	19	1	3	1	0	0	0	0
NORTHERN MARIANAS	6	3	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	8	8	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	16,410	10,632	17,374	2,849	828	133	318	2,074
50 STATES, D.C. & P.R.	16,376	10,619	17,367	2,848	828	133	318	2,074

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	51.30	14.94	30.30	1.52	0.00	0.00	0.22	1.73
ALASKA	52.87	22.99	24.14	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.99	32.22	35.71	2.74	1.67	0.00	0.00	1.67
ARKANSAS	31.48	29.63	24.07	0.62	6.79	0.00	6.17	1.23
CALIFORNIA	24.26	9.58	61.76	3.99	0.40	0.00	0.00	0.00
COLORADO	48.81	36.10	12.23	0.59	0.00	0.48	0.00	1.78
CONNECTICUT	70.17	8.82	11.76	2.94	4.20	0.42	0.00	1.68
DELAWARE	21.60	9.76	18.12	34.15	0.00	0.00	0.00	16.38
DISTRICT OF COLUMBIA	3.08	16.92	26.15	53.85	0.00	0.00	0.00	0.00
FLORIDA	24.31	12.57	55.44	7.02	0.00	0.03	0.00	0.64
GEORGIA	27.04	26.75	40.27	1.04	0.45	3.71	0.00	0.74
HAWAII	43.72	12.06	40.70	0.00	0.00	0.00	0.50	3.02
IDAHO	58.89	21.11	20.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	15.06	14.04	42.67	21.45	1.69	2.00	0.08	3.02
INDIANA	35.50	18.01	43.55	2.94	0.00	0.00	0.00	0.00
IOWA	43.06	34.66	15.64	0.58	0.00	0.00	0.35	5.72
KANSAS	61.06	19.05	9.52	2.80	6.44	0.28	0.00	0.84
KENTUCKY	45.71	32.38	18.81	0.24	0.00	0.00	0.00	2.86
LOUISIANA	25.37	17.87	49.00	2.44	0.00	1.83	0.00	3.49
MAINE	71.68	24.28	4.05	0.00	0.00	0.00	0.00	0.00
MARYLAND	67.87	10.47	15.70	3.25	1.99	0.00	0.00	0.72
MASSACHUSETTS	60.79	7.23	19.93	0.55	6.79	0.00	0.55	4.16
MICHIGAN	45.90	21.58	29.29	2.18	.	0.00	0.02	1.02
MINNESOTA	23.74	70.31	3.83	0.41	0.00	0.98	0.00	0.73
MISSISSIPPI	11.24	20.09	49.83	5.90	0.00	0.79	0.34	11.80
MISSOURI	38.96	9.24	16.87	32.13	0.60	0.00	0.20	2.01
MONTANA	72.86	12.86	14.29	0.00	0.00	0.00	0.00	0.00
NEBRASKA	66.67	14.60	10.95	1.22	0.00	0.00	0.00	6.57
NEVADA	30.39	62.75	5.56	1.31	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	54.61	21.05	16.45	7.24	0.00	0.00	0.00	0.66
NEW JERSEY	6.53	23.62	12.40	28.98	26.80	0.00	0.00	1.68
NEW MEXICO	45.28	17.43	35.02	0.00	0.16	0.00	0.00	2.12
NEW YORK	43.47	17.90	23.19	5.38	8.61	0.00	0.00	1.44
NORTH CAROLINA	59.35	14.60	18.80	5.25	0.00	0.00	0.00	2.00
NORTH DAKOTA	63.64	9.09	17.17	2.02	1.01	.	6.06	1.01
OHIO	21.78	17.43	21.08	4.57	0.56	0.00	.	34.57
OKLAHOMA	54.96	12.06	30.14	2.48	0.00	0.00	0.00	0.35
OREGON	56.92	18.48	21.54	0.73	0.24	0.00	0.00	2.08
PENNSYLVANIA	14.60	5.35	50.12	19.47	7.58	0.00	2.08	0.80
PUERTO RICO	27.51	29.90	6.70	1.67	25.84	0.00	0.24	8.13
RHODE ISLAND	29.30	33.76	23.57	0.00	11.46	0.00	1.27	0.64
SOUTH CAROLINA	22.48	37.60	32.43	5.72	0.00	0.14	0.00	1.63
SOUTH DAKOTA	27.04	35.85	6.29	1.26	2.52	1.26	24.53	1.26
TENNESSEE	28.60	16.64	37.29	5.61	0.19	0.00	0.00	11.68
TEXAS	12.75	44.91	28.56	2.36	0.02	0.02	5.01	6.36
UTAH	24.09	25.45	39.55	0.00	0.00	0.00	0.00	10.91
VERMONT	90.11	2.20	2.20	0.00	1.10	0.00	1.10	3.30
VIRGINIA	40.81	22.95	29.99	4.17	1.30	0.00	0.26	0.52
WASHINGTON	56.09	22.88	18.54	0.83	0.65	0.00	0.00	1.01
WEST VIRGINIA	27.45	27.12	41.50	2.29	0.00	0.00	0.33	1.31
WISCONSIN	68.45	13.28	17.34	0.00	0.00	0.00	0.00	0.92
WYOMING	60.26	29.49	3.21	1.28	0.00	3.85	1.28	0.64
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	79.17	4.17	12.50	4.17	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	32.42	21.00	34.32	5.63	1.64	0.26	0.63	4.10
50 STATES, D.C. & P.R.	32.39	21.00	34.35	5.63	1.64	0.26	0.63	4.10

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DATA AS OF OCTOBER 1, 1993.

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	589	98	159	27	0	2	3	71
ALASKA	50	109	31	0	0	0	0	0
ARIZONA	17	47	12	0	0	0	0	30
ARKANSAS	88	146	84	1	17	0	6	6
CALIFORNIA	6,766	1,593	2,669	173	230	1	0	6
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	204	69	58	6	44	0	18	45
DELAWARE	36	3	4	0	0	0	0	0
DISTRICT OF COLUMBIA	2	1	5	59	0	0	1	0
FLORIDA	160	212	9	5	4	0	0	98
GEORGIA	229	264	175	1	1	7	0	21
HAWAII	49	82	84	0	0	0	0	7
IDAHO	180	97	27	1	0	0	0	18
ILLINOIS	154	160	263	151	130	5	15	568
INDIANA	1	3	102	9	0	0	0	0
IOWA	0	0	0	0	0	1	0	0
KANSAS	285	153	113	13	1	5	0	21
KENTUCKY	190	274	46	0	0	0	0	50
LOUISIANA	354	444	1,094	51	0	22	3	59
MAINE	150	90	33	2	1	0	2	13
MARYLAND	501	146	294	87	40	0	44	39
MASSACHUSETTS	310	121	134	15	42	0	15	623
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	197	551	20	8	0	7	0	13
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	240	116	52	54	4	0	0	94
MONTANA	113	52	21	0	0	0	0	5
NEBRASKA	263	98	172	9	1	14	1	61
NEVADA	15	12	6	0	0	3	0	90
NEW HAMPSHIRE	275	101	96	20	12	1	11	3
NEW JERSEY	95	182	102	56	3	0	0	143
NEW MEXICO	102	26	54	0	0	0	0	3
NEW YORK	656	967	841	137	24	3	2	116
NORTH CAROLINA	1,053	537	284	14	0	0	0	64
NORTH DAKOTA	44	14	11	4	0	1	3	7
OHIO	188	22	17	13	5	0	.	954
OKLAHOMA	110	56	55	16	3	1	0	14
OREGON	458	183	174	5	21	0	1	42
PENNSYLVANIA	42	3	3	1	0	0	0	0
PUERTO RICO	104	302	66	5	18	3	1	126
RHODE ISLAND	72	32	38	2	5	0	3	92
SOUTH CAROLINA	21	75	11	2	0	0	0	0
SOUTH DAKOTA	25	30	5	3	0	1	4	2
TENNESSEE	493	302	235	18	4	0	0	818
TEXAS	855	4,525	2,323	127	1	1	48	2,019
UTAH	125	139	129	6	0	0	0	11
VERMONT	152	4	9	1	3	0	2	4
VIRGINIA	287	134	130	5	0	2	3	11
WASHINGTON	2,548	2,299	1,375	30	33	1	2	27
WEST VIRGINIA	5	7	3	0	1	0	0	0
WISCONSIN	181	25	43	3	0	0	0	46
WYOMING	177	119	4	1	0	4	1	8
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	19	6	0	1	0	0	0	0
NORTHERN MARIANAS	4	3	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	0	0	5	0
BUR. OF INDIAN AFFAIRS	32	28	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	19,266	15,062	11,678	1,142	648	85	194	6,448
50 STATES, D.C. & P.R.	19,211	15,025	11,675	1,141	648	85	189	6,448

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	62.07	10.33	16.75	2.85	0.00	0.21	0.32	7.48
ALASKA	26.32	57.37	16.32	0.00	0.00	0.00	0.00	0.00
ARIZONA	16.04	44.34	11.32	0.00	0.00	0.00	0.00	28.30
ARKANSAS	25.29	41.95	24.14	0.29	4.89	0.00	1.72	1.72
CALIFORNIA	59.15	13.93	23.33	1.51	2.01	0.01	0.00	0.05
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	45.95	15.54	13.06	1.35	9.91	0.00	4.05	10.14
DELAWARE	83.72	6.98	9.30	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	2.94	1.47	7.35	86.76	0.00	0.00	1.47	0.00
FLORIDA	32.79	43.44	1.84	1.02	0.82	0.00	0.00	20.08
GEORGIA	32.81	37.82	25.07	0.14	0.14	1.00	0.00	3.01
HAWAII	22.07	36.94	37.84	0.00	0.00	0.00	0.00	3.15
IDAHO	55.73	30.03	8.36	0.31	0.00	0.00	0.00	5.57
ILLINOIS	10.65	11.07	18.19	10.44	8.99	0.35	1.04	39.28
INDIANA	0.87	2.61	88.70	7.83	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	48.22	25.89	19.12	2.20	0.17	0.85	0.00	3.55
KENTUCKY	33.93	48.93	8.21	0.00	0.00	0.00	0.00	8.93
LOUISIANA	17.46	21.90	53.97	2.52	0.00	1.09	0.15	2.91
MAINE	51.55	30.93	11.34	0.69	0.34	0.00	0.69	4.47
MARYLAND	43.53	12.68	25.54	7.56	3.48	0.00	3.82	3.39
MASSACHUSETTS	24.60	9.60	10.63	1.19	3.33	0.00	1.19	49.44
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	24.75	69.22	2.51	1.01	0.00	0.88	0.00	1.63
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	42.86	20.71	9.29	9.64	0.71	0.00	0.00	16.79
MONTANA	59.16	27.23	10.99	0.00	0.00	0.00	0.00	2.62
NEBRASKA	42.49	15.83	27.79	1.45	0.16	2.26	0.16	9.85
NEVADA	11.90	9.52	4.76	0.00	0.00	2.38	0.00	71.43
NEW HAMPSHIRE	52.99	19.46	18.50	3.85	2.31	0.19	2.12	0.58
NEW JERSEY	16.35	31.33	17.56	9.64	0.52	0.00	0.00	24.61
NEW MEXICO	55.14	14.05	29.19	0.00	0.00	0.00	0.00	1.62
NEW YORK	23.89	35.21	30.63	4.99	0.87	0.11	0.07	4.22
NORTH CAROLINA	53.94	27.51	14.55	0.72	0.00	0.00	0.00	3.28
NORTH DAKOTA	52.38	16.67	13.10	4.76	0.00	1.19	3.57	8.33
OHIO	15.68	1.83	1.42	1.08	0.42	0.00	.	79.57
OKLAHOMA	43.14	21.96	21.57	6.27	1.18	0.39	0.00	5.49
OREGON	51.81	20.70	19.68	0.57	2.38	0.00	0.11	4.75
PENNSYLVANIA	85.71	6.12	6.12	2.04	0.00	0.00	0.00	0.00
PUERTO RICO	16.64	48.32	10.56	0.80	2.88	0.48	0.16	20.16
RHODE ISLAND	29.51	13.11	15.57	0.82	2.05	0.00	1.23	37.70
SOUTH CAROLINA	19.27	68.81	10.09	1.83	0.00	0.00	0.00	0.00
SOUTH DAKOTA	35.71	42.86	7.14	4.29	0.00	1.43	5.71	2.86
TENNESSEE	26.36	16.15	12.57	0.96	0.21	0.00	0.00	43.74
TEXAS	8.64	45.71	23.47	1.28	0.01	0.01	0.48	20.40
UTAH	30.49	33.90	31.46	1.46	0.00	0.00	0.00	2.68
VERMONT	86.86	2.29	5.14	0.57	1.71	0.00	1.14	2.29
VIRGINIA	50.17	23.43	22.73	0.87	0.00	0.35	0.52	1.92
WASHINGTON	40.35	36.41	21.77	0.48	0.52	0.02	0.03	0.43
WEST VIRGINIA	31.25	43.75	18.75	0.00	6.25	0.00	0.00	0.00
WISCONSIN	60.74	8.39	14.43	1.01	0.00	0.00	0.00	15.44
WYOMING	56.37	37.90	1.27	0.32	0.00	1.27	0.32	2.55
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	73.08	23.08	0.00	3.85	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	57.14	42.86	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	16.67	0.00	0.00	0.00	83.33	0.00
BUR. OF INDIAN AFFAIRS	51.61	45.16	3.23	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	35.33	27.62	21.42	2.09	1.19	0.16	0.36	11.83
50 STATES, D.C. & P.R.	35.30	27.61	21.45	2.10	1.19	0.16	0.35	11.85

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	239	48	25	30	0	90	0	2
ALASKA	20	12	4	0	0	0	0	0
ARIZONA	78	138	68	32	7	42	0	1
ARKANSAS	35	24	17	0	0	93	0	0
CALIFORNIA	602	335	1,763	114	12	87	0	0
COLORADO	171	69	13	0	0	26	0	0
CONNECTICUT	108	125	143	48	23	1	11	7
DELAWARE	122	17	2	1	0	0	0	0
DISTRICT OF COLUMBIA	23	1	21	0	0	0	1	0
FLORIDA	447	146	183	18	0	106	0	0
GEORGIA	197	98	34	3	0	113	0	1
HAWAII	28	12	17	3	0	0	0	7
IDAHO	39	21	7	0	0	0	0	0
ILLINOIS	303	302	320	12	7	106	0	0
INDIANA	140	184	44	80	0	81	0	0
IOWA	75	56	8	7	0	61	0	1
KANSAS	129	23	13	13	0	16	0	0
KENTUCKY	366	86	8	5	0	118	0	5
LOUISIANA	159	87	155	0	0	53	0	5
MAINE	65	31	3	0	0	0	1	0
MARYLAND	236	48	43	27	4	123	0	1
MASSACHUSETTS	343	106	100	5	25	0	16	3
MICHIGAN	422	138	166	7	.	34	0	1
MINNESOTA	124	161	3	2	0	54	0	2
MISSISSIPPI	17	49	60	3	0	68	0	2
MISSOURI	252	46	64	53	2	40	0	2
MONTANA	73	13	18	0	0	4	0	0
NEBRASKA	127	40	9	0	0	21	0	0
NEVADA	18	6	63	0	0	0	0	1
NEW HAMPSHIRE	17	6	5	72	0	0	7	0
NEW JERSEY	288	57	47	1	34	0	1	2
NEW MEXICO	62	28	36	0	0	37	0	0
NEW YORK	495	389	277	30	129	61	0	5
NORTH CAROLINA	371	117	47	4	0	66	0	3
NORTH DAKOTA	50	2	5	2	0	8	.	.
OHIO	395	212	234	22	10	118	.	1
OKLAHOMA	142	29	35	12	1	113	0	2
OREGON	191	30	48	2	1	39	101	13
PENNSYLVANIA	783	122	172	14	1,093	1	138	1
PUERTO RICO	42	311	65	10	11	66	1	16
RHODE ISLAND	40	22	16	0	2	0	5	0
SOUTH CAROLINA	156	125	65	18	1	27	0	0
SOUTH DAKOTA	36	17	1	5	0	12	0	0
TENNESSEE	534	143	69	57	1	68	0	3
TEXAS	473	936	317	29	0	36	2	11
UTAH	104	50	27	1	0	113	0	0
VERMONT	25	4	2	0	0	0	1	1
VIRGINIA	182	51	24	3	2	83	1	6
WASHINGTON	171	88	37	3	5	47	0	0
WEST VIRGINIA	33	102	2	18	0	52	0	0
WISCONSIN	141	32	7	1	0	91	0	0
WYOMING	25	22	1	0	0	4	0	1
AMERICAN SAMOA	2	0	0	0	0	0	0	0
GUAM	13	1	3	0	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	7	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	6	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	9,935	5,325	4,923	767	1,370	2,379	286	106
50 STATES, D.C. & P.R.	9,914	5,317	4,913	767	1,370	2,379	286	106

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	55.07	11.06	5.76	6.91	0.00	20.74	0.00	0.46
ALASKA	55.56	33.33	11.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	21.31	37.70	18.58	8.74	1.91	11.48	0.00	0.27
ARKANSAS	20.71	14.20	10.06	0.00	0.00	55.03	0.00	0.00
CALIFORNIA	20.67	11.50	60.52	3.91	0.41	2.99	0.00	0.00
COLORADO	61.29	24.73	4.66	0.00	0.00	9.32	0.00	0.00
CONNECTICUT	23.18	26.82	30.69	10.30	4.94	0.21	2.36	1.50
DELAWARE	85.92	11.97	1.41	0.70	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	50.00	2.17	45.65	0.00	0.00	0.00	2.17	0.00
FLORIDA	49.67	16.22	20.33	2.00	0.00	11.78	0.00	0.00
GEORGIA	44.17	21.97	7.62	0.67	0.00	25.34	0.00	0.22
HAWAII	41.79	17.91	25.37	4.48	0.00	0.00	0.00	10.45
IDAHO	58.21	31.34	10.45	0.00	0.00	0.00	0.00	0.00
ILLINOIS	28.86	28.76	30.48	1.14	0.67	10.10	0.00	0.00
INDIANA	26.47	34.78	8.32	15.12	0.00	15.31	0.00	0.00
IOWA	36.06	26.92	3.85	3.37	0.00	29.33	0.00	0.48
KANSAS	66.49	11.86	6.70	6.70	0.00	8.25	0.00	0.00
KENTUCKY	62.24	14.63	1.36	0.85	0.00	20.07	0.00	0.85
LOUISIANA	34.64	18.95	33.77	0.00	0.00	11.55	0.00	1.09
MAINE	65.00	31.00	3.00	0.00	0.00	0.00	1.00	0.00
MARYLAND	48.96	9.96	8.92	5.60	0.83	25.52	0.00	0.21
MASSACHUSETTS	57.36	17.73	16.72	0.84	4.18	0.00	2.68	0.50
MICHIGAN	54.95	17.97	21.61	0.91	.	4.43	0.00	0.13
MINNESOTA	35.84	46.53	0.87	0.58	0.00	15.61	0.00	0.58
MISSISSIPPI	8.54	24.62	30.15	1.51	0.00	34.17	0.00	1.01
MISSOURI	54.90	10.02	13.94	11.55	0.44	8.71	0.00	0.44
MONTANA	67.59	12.04	16.67	0.00	0.00	3.70	0.00	0.00
NEBRASKA	64.47	20.30	4.57	0.00	0.00	10.66	0.00	0.00
NEVADA	20.45	6.82	71.59	0.00	0.00	0.00	0.00	1.14
NEW HAMPSHIRE	15.89	5.61	4.67	67.29	0.00	0.00	6.54	0.00
NEW JERSEY	66.98	13.26	10.93	0.23	7.91	0.00	0.23	0.47
NEW MEXICO	38.04	17.18	22.09	0.00	0.00	22.70	0.00	0.00
NEW YORK	35.71	28.07	19.99	2.16	9.31	4.40	0.00	0.36
NORTH CAROLINA	61.02	19.24	7.73	0.66	0.00	10.86	0.00	0.49
NORTH DAKOTA	74.63	2.99	7.46	2.99	0.00	11.94	.	.
OHIO	39.82	21.37	23.59	2.22	1.01	11.90	.	0.10
OKLAHOMA	42.51	8.68	10.48	3.59	0.30	33.83	0.00	0.60
OREGON	44.94	7.06	11.29	0.47	0.24	9.18	23.76	3.06
PENNSYLVANIA	33.69	5.25	7.40	0.60	47.03	0.04	5.94	0.04
PUERTO RICO	8.05	59.58	12.45	1.92	2.11	12.64	0.19	3.07
RHODE ISLAND	47.06	25.88	18.82	0.00	2.35	0.00	5.88	0.00
SOUTH CAROLINA	39.80	31.89	16.58	4.59	0.26	6.89	0.00	0.00
SOUTH DAKOTA	50.70	23.94	1.41	7.04	0.00	16.90	0.00	0.00
TENNESSEE	61.03	16.34	7.89	6.51	0.11	7.77	0.00	0.34
TEXAS	26.22	51.88	17.57	1.61	0.00	2.00	0.11	0.61
UTAH	35.25	16.95	9.15	0.34	0.00	38.31	0.00	0.00
VERMONT	75.76	12.12	6.06	0.00	0.00	0.00	3.03	3.03
VIRGINIA	69.20	9.24	4.35	0.54	0.36	15.04	0.18	1.09
WASHINGTON	48.72	25.07	10.54	0.85	1.42	13.39	0.00	0.00
WEST VIRGINIA	15.94	49.28	0.97	8.70	0.00	25.12	0.00	0.00
WISCONSIN	51.84	11.76	2.57	0.37	0.00	33.46	0.00	0.00
WYOMING	47.17	41.51	1.89	0.00	0.00	7.55	0.00	1.89
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	76.47	5.88	17.65	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	22.22	0.00	77.78	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	39.59	21.22	19.62	3.06	5.46	9.48	1.14	0.42
50 STATES, D.C. & P.R.	39.57	21.22	19.61	3.06	5.47	9.50	1.14	0.42

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

AUTISM

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	2	0	0	0	0	0
ARIZONA	1	2	81	18	59	0	0	2
ARKANSAS	2	5	17	0	3	0	0	1
CALIFORNIA	.	.	.	.	.	1	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	14	10	50	21	22	0	9	1
DELAWARE	7	3	5	98	0	0	0	0
DISTRICT OF COLUMBIA	0	0	27	0	34	0	0	0
FLORIDA	23	11	344	241	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	3	49	0	0	0	0	0
IDAHO	2	6	14	0	1	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	171	12	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	1	1	3	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	7	9	10	1	0	0	1	1
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	25	7	266	41	125	0	94	5
MICHIGAN	102	79	475	388	.	0	0	1
MINNESOTA	4	124	89	8	0	5	0	2
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	36	12	176	148	26	0	0	4
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	26	32	127	10	6	1
NEW MEXICO	0	0	21	0	0	0	0	1
NEW YORK	17	29	225	1,127	437	8	92	18
NORTH CAROLINA	38	30	511	128	7	1	0	3
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	109	70	203	7	2	0	0	2
PENNSYLVANIA	31	9	250	181	0	2	0	0
PUERTO RICO	4	25	187	34	7	0	0	13
RHODE ISLAND	0	2	1	0	1	0	1	1
SOUTH CAROLINA	0	4	105	6	0	0	0	0
SOUTH DAKOTA	4	12	9	0	1	1	8	0
TENNESSEE	16	23	198	12	6	12	0	23
TEXAS	19	202	887	111	9	4	4	5
UTAH	1	1	73	24	0	17	0	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	4	13	341	89	21	13	23	2
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	3	6	75	1	1	0	2	1
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	1	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	472	699	4,893	2,728	889	74	240	88
50 STATES, D.C. & P.R.	472	698	4,891	2,728	889	74	240	88

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

AUTISM

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.61	1.23	49.69	11.04	36.20	0.00	0.00	1.23
ARKANSAS	7.14	17.86	60.71	0.00	10.71	0.00	0.00	3.57
CALIFORNIA	.	.	.	.	.	100.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	11.02	7.87	39.37	16.54	17.32	0.00	7.09	0.79
DELAWARE	6.19	2.65	4.42	86.73	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	44.26	0.00	55.74	0.00	0.00	0.00
FLORIDA	3.72	1.78	55.57	38.93	0.00	0.00	0.00	0.00
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3.70	5.56	90.74	0.00	0.00	0.00	0.00	0.00
IDAHO	8.70	26.09	60.87	0.00	4.35	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	93.44	6.56	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	24.14	31.03	34.48	3.45	0.00	0.00	3.45	3.45
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	4.44	1.24	47.25	7.28	22.20	0.00	16.70	0.89
MICHIGAN	9.76	7.56	45.45	37.13	.	0.00	0.00	0.10
MINNESOTA	1.72	53.45	38.36	3.45	0.00	2.16	0.00	0.86
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	8.96	2.99	43.78	36.82	6.47	0.00	0.00	1.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	12.87	15.84	62.87	4.95	2.97	0.50
NEW MEXICO	0.00	0.00	95.45	0.00	0.00	0.00	0.00	4.55
NEW YORK	0.87	1.48	11.52	57.71	22.38	0.41	4.71	0.92
NORTH CAROLINA	5.29	4.18	71.17	17.83	0.97	0.14	0.00	0.42
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	27.74	17.81	51.65	1.78	0.51	0.00	0.00	0.51
PENNSYLVANIA	6.55	1.90	52.85	38.27	0.00	0.42	0.00	0.00
PUERTO RICO	1.48	9.26	69.26	12.59	2.59	0.00	0.00	4.81
RHODE ISLAND	0.00	33.33	16.67	0.00	16.67	0.00	16.67	16.67
SOUTH CAROLINA	0.00	3.48	91.30	5.22	0.00	0.00	0.00	0.00
SOUTH DAKOTA	11.43	34.29	25.71	0.00	2.86	2.86	22.86	0.00
TENNESSEE	5.52	7.93	68.28	4.14	2.07	4.14	0.00	7.93
TEXAS	1.53	16.28	71.47	8.94	0.73	0.32	0.32	0.40
UTAH	0.85	0.85	62.39	20.51	0.00	14.53	0.00	0.85
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.79	2.57	67.39	17.59	4.15	2.57	4.55	0.40
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	3.37	6.74	84.27	1.12	1.12	0.00	2.25	1.12
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.68	6.93	48.52	27.06	8.82	0.73	2.38	0.87
50 STATES, D.C. & P.R.	4.68	6.92	48.52	27.06	8.82	0.73	2.38	0.87

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2	0	5	1	0	8	0	0
ALASKA	0	1	4	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	8	5	90	5	5	18	0	0
COLORADO	8	2	30	28	0	6	0	2
CONNECTICUT	4	1	4	1	3	0	1	0
DELAWARE	1	4	5	15	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	13	0	0	0	0
FLORIDA	1	1	9	14	0	0	0	0
GEORGIA	1	1	0	0	0	23	0	0
HAWAII	1	3	2	2	0	0	0	0
IDAHO	6	0	2	0	0	0	0	0
ILLINOIS	1	4	15	3	0	26	8	0
INDIANA	0	0	52	6	0	0	0	0
IOWA	0	0	27	0	0	19	0	0
KANSAS	1	1	9	0	0	0	0	0
KENTUCKY	0	1	27	2	0	3	0	2
LOUISIANA	0	2	2	1	0	8	0	0
MAINE	1	0	3	0	0	8	2	0
MARYLAND	6	1	1	5	0	31	0	1
MASSACHUSETTS	0	0	14	2	14	0	9	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	8	2	2	0	9	0	0
MISSISSIPPI	0	0	4	2	0	4	0	0
MISSOURI	8	12	44	19	4	25	6	0
MONTANA	0	1	7	0	0	0	0	0
NEBRASKA	2	0	1	0	0	0	0	0
NEVADA	0	0	2	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	0	0
NEW JERSEY	3	1	6	11	21	54	3	0
NEW MEXICO	1	0	1	0	0	0	0	12
NEW YORK	8	8	15	13	8	0	0	0
NORTH CAROLINA	1	0	1	2	0	15	1	0
NORTH DAKOTA	.	.	.	.	0	7	.	.
OHIO	3	1	2	7	2	0	.	0
OKLAHOMA	2	3	20	6	0	2	2	2
OREGON	1	0	4	1	0	2	0	0
PENNSYLVANIA	0	3	0	0	0	0	0	0
PUERTO RICO	0	1	5	31	0	1	1	2
RHODE ISLAND	0	0	1	2	2	0	1	0
SOUTH CAROLINA	0	1	4	1	0	1	0	0
SOUTH DAKOTA	0	0	0	1	0	8	3	0
TENNESSEE	3	1	7	3	1	2	0	0
TEXAS	1	5	29	4	1	11	2	3
UTAH	1	1	16	25	0	25	0	1
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	3	1	0
WASHINGTON	4	11	26	1	0	6	0	0
WEST VIRGINIA	0	0	0	3	0	17	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	2	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	1	1	0	2	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	6	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	2	1	0	0	15	2	0
U.S. AND OUTLYING AREAS	82	87	510	235	63	360	42	25
50 STATES, D.C. & P.R.	82	84	499	233	61	345	40	25

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXMP1A)
21OCT93

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	12.50	0.00	31.25	6.25	0.00	50.00	0.00	0.00
ALASKA	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
CALIFORNIA	6.11	3.82	68.70	3.82	3.82	13.74	0.00	0.00
COLORADO	10.53	2.63	39.47	36.84	0.00	7.89	0.00	2.63
CONNECTICUT	28.57	7.14	28.57	7.14	21.43	0.00	7.14	0.00
DELAWARE	4.00	16.00	20.00	60.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	4.00	4.00	36.00	56.00	0.00	0.00	0.00	0.00
GEORGIA	4.00	4.00	0.00	0.00	0.00	92.00	0.00	0.00
HAWAII	12.50	37.50	25.00	25.00	0.00	0.00	0.00	0.00
IDAHO	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	1.75	7.02	26.32	5.26	0.00	45.61	14.04	0.00
INDIANA	0.00	0.00	89.66	10.34	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	58.70	0.00	0.00	41.30	0.00	0.00
KANSAS	9.09	9.09	81.82	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	2.86	77.14	5.71	0.00	8.57	0.00	5.71
LOUISIANA	0.00	15.38	15.38	7.69	0.00	61.54	0.00	0.00
MAINE	7.14	0.00	21.43	0.00	0.00	57.14	14.29	0.00
MARYLAND	13.33	2.22	2.22	11.11	0.00	68.89	0.00	2.22
MASSACHUSETTS	0.00	0.00	35.90	5.13	35.90	0.00	23.08	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	4.55	36.36	9.09	9.09	0.00	40.91	0.00	0.00
MISSISSIPPI	0.00	0.00	40.00	20.00	0.00	40.00	0.00	0.00
MISSOURI	6.78	10.17	37.29	16.10	3.39	21.19	5.08	0.00
MONTANA	0.00	12.50	87.50	0.00	0.00	0.00	0.00	0.00
NEBRASKA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	3.03	1.01	6.06	11.11	21.21	54.55	3.03	0.00
NEW MEXICO	7.14	0.00	7.14	0.00	0.00	0.00	0.00	85.71
NEW YORK	15.38	15.38	28.85	25.00	15.38	0.00	0.00	0.00
NORTH CAROLINA	5.00	0.00	5.00	10.00	0.00	75.00	5.00	0.00
NORTH DAKOTA	.	.	.	.	0.00	100.00	.	.
OHIO	20.00	6.67	13.33	46.67	13.33	0.00	.	0.00
OKLAHOMA	5.41	8.11	54.05	16.22	0.00	5.41	5.41	5.41
OREGON	12.50	0.00	50.00	12.50	0.00	25.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	2.44	12.20	75.61	0.00	2.44	2.44	4.88
RHODE ISLAND	0.00	0.00	16.67	33.33	33.33	0.00	16.67	0.00
SOUTH CAROLINA	0.00	14.29	57.14	14.29	0.00	14.29	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	8.33	0.00	66.67	25.00	0.00
TENNESSEE	17.65	5.88	41.18	17.65	5.88	11.76	0.00	0.00
TEXAS	1.79	8.93	51.79	7.14	1.79	19.64	3.57	5.36
UTAH	1.45	1.45	23.19	36.23	0.00	36.23	0.00	1.45
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00	75.00	25.00	0.00
WASHINGTON	8.33	22.92	54.17	2.08	0.00	12.50	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	15.00	0.00	85.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	25.00	25.00	0.00	50.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	75.00	25.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	10.00	5.00	0.00	0.00	75.00	10.00	0.00
U.S. AND OUTLYING AREAS	5.84	6.20	36.32	16.74	4.49	25.64	2.99	1.78
50 STATES, D.C. & P.R.	5.99	6.14	36.45	17.02	4.46	25.20	2.92	1.83

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DATA AS OF OCTOBER 1, 1993.

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21OCT93

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	2	3	0	0	0	0	0
ARIZONA	1	3	1	0	0	0	0	2
ARKANSAS	7	1	3	0	0	0	0	1
CALIFORNIA	.	3	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	8	5	3	0	1	0	1	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	1	0	0	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0	0	0
IDAHO	5	1	4	3	0	0	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	11	7	3	0	0	0	0	1
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	43	30	94	22	46	0	15	19
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	12	22	6	0	4	0	0	6
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	1	1	0	0	0	0	1	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	.	.	.	.	0	.	0	
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	34	61	294	13	918	2	48	1
PUERTO RICO	0	1	3	0	1	0	0	1
RHODE ISLAND	1	0	1	0	0	0	1	0
SOUTH CAROLINA	1	5	1	0	0	0	0	0
SOUTH DAKOTA	5	4	2	0	0	0	1	1
TENNESSEE	15	18	25	3	1	0	0	3
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	1	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	2	0	1	0	0	0	1	2
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	2	5	2	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	8
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	149	170	450	41	972	2	68	46
50 STATES, D.C. & P.R.	148	169	447	41	972	2	68	46

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	0.00	40.00	60.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	14.29	42.86	14.29	0.00	0.00	0.00	0.00	28.57
ARKANSAS	58.33	8.33	25.00	0.00	0.00	0.00	0.00	8.33
CALIFORNIA	.	100.00	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	44.44	27.78	16.67	0.00	5.56	0.00	5.56	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	35.71	7.14	28.57	21.43	0.00	0.00	0.00	7.14
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	50.00	31.82	13.64	0.00	0.00	0.00	0.00	4.55
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	15.99	11.15	34.94	8.18	17.10	0.00	5.58	7.06
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	24.00	44.00	12.00	0.00	8.00	0.00	0.00	12.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	33.33	33.33	0.00	0.00	0.00	0.00	33.33	0.00
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.48	4.45	21.44	0.95	66.96	0.15	3.50	0.07
PUERTO RICO	0.00	16.67	50.00	0.00	16.67	0.00	0.00	16.67
RHODE ISLAND	33.33	0.00	33.33	0.00	0.00	0.00	33.33	0.00
SOUTH CAROLINA	14.29	71.43	14.29	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	38.46	30.77	15.38	0.00	0.00	0.00	7.69	7.69
TENNESSEE	23.08	27.69	38.46	4.62	1.54	0.00	0.00	4.62
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	33.33	0.00	16.67	0.00	0.00	0.00	16.67	33.33
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	22.22	55.56	22.22	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	7.85	8.96	23.71	2.16	51.21	0.11	3.58	2.42
50 STATES, D.C. & P.R.	7.82	8.93	23.61	2.17	51.35	0.11	3.59	2.43

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB3

NUMBER OF CHILDREN AGE 3-5 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	197	326	348	0	0	0	0	0
ARIZONA	548	1,826	1,140	141	115	4	2	4
ARKANSAS	4,318	46	105	8	704	12	3	57
CALIFORNIA	23,522	5,284	13,423	940	239	107	0	4
COLORADO	1,446	907	1,222	657	311	13	18	68
CONNECTICUT	644	2,081	2,602	271	166	0	1	47
DELAWARE	719	266	381	4	0	0	0	0
DISTRICT OF COLUMBIA	248	12	104	55	10	0	0	0
FLORIDA	7,208	475	3,713	558	615	27	0	52
GEORGIA	3,207	2,639	1,867	212	113	19	45	102
HAWAII	235	70	592	2	2	0	0	0
IDAHO	1,112	419	693	316	82	2	1	23
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	85	4,074	425	2,932	5	68	2	0
IOWA	2,781	140	2,110	269	0	25	2	100
KANSAS	1,531	155	2,027	359	59	15	15	143
KENTUCKY	7,230	1,121	969	106	97	34	3	20
LOUISIANA	3,164	211	3,360	383	3	24	0	43
MAINE	1,661	85	176	38	223	5	1	303
MARYLAND	4,139	2,313	476	269	289	28	0	233
MASSACHUSETTS	10,679	291	1,461	42	182	0	18	23
MICHIGAN	7,015	494	6,361	1,475	.	16	1	49
MINNESOTA	582	4,006	3,881	484	0	7	0	34
MISSISSIPPI	2,214	539	927	273	3	16	0	31
MISSOURI	804	260	1,246	641	52	10	0	12
MONTANA	923	338	303	1	0	4	0	0
NEBRASKA	1,759	110	532	36	16	12	0	205
NEVADA	627	74	753	321	6	0	1	36
NEW HAMPSHIRE	612	122	604	93	36	0	7	61
NEW JERSEY	7,121	150	5,633	1,124	862	88	1	29
NEW MEXICO	574	542	1,224	138	29	15	0	83
NEW YORK	3,400	461	4,330	1,111	19,307	48	7	39
NORTH CAROLINA	8,137	589	1,021	710	420	148	19	174
NORTH DAKOTA	461	67	414	167	7	9	5	30
OHIO	5,820	288	3,821	545	623	0	.	38
OKLAHOMA	3,493	237	1,271	226	17	19	9	52
OREGON	1,582	69	823	153	216	2	1	161
PENNSYLVANIA	6,229	353	8,050	250	612	11	18	5
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	838	193	669	17	83	0	0	1
SOUTH CAROLINA	6,296	844	1,168	224	3	18	0	25
SOUTH DAKOTA	712	532	790	98	4	1	8	69
TENNESSEE	6,383	779	1,064	218	88	14	0	84
TEXAS	13,181	2,221	9,819	535	5	18	39	246
UTAH	824	75	264	37	0	0	0	203
VERMONT	455	6	214	61	120	0	6	149
VIRGINIA	4,688	587	3,810	380	56	22	1	825
WASHINGTON	3,115	836	5,261	522	225	29	10	230
WEST VIRGINIA	194	2,262	725	30	179	8	0	183
WISCONSIN	4,102	1,446	5,582	294	2	13	3	11
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	35	0	0	0	0	0	0	0
GUAM	81	7	61	8	0	0	0	0
NORTHERN MARIANAS	21	15	1	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	4	22	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	166,955	41,247	107,838	17,734	26,186	911	247	4,289
50 STATES, D.C. & P.R.	166,815	41,221	107,754	17,726	26,186	911	247	4,287

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
21OCT93

TABLE AB3

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	22.62	37.43	39.95	0.00	0.00	0.00	0.00	0.00
ARIZONA	14.50	48.31	30.16	3.73	3.04	0.11	0.05	0.11
ARKANSAS	82.20	0.88	2.00	0.15	13.40	0.23	0.06	1.09
CALIFORNIA	54.05	12.14	30.84	2.16	0.55	0.25	0.00	0.01
COLORADO	31.15	19.54	26.32	14.15	6.70	0.28	0.39	1.46
CONNECTICUT	11.08	35.81	44.77	4.66	2.86	0.00	0.02	0.81
DELAWARE	52.48	19.42	27.81	0.29	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	57.81	2.80	24.24	12.82	2.33	0.00	0.00	0.00
FLORIDA	56.99	3.76	29.36	4.41	4.86	0.21	0.00	0.41
GEORGIA	39.09	32.17	22.76	2.58	1.38	0.23	0.55	1.24
HAWAII	26.08	7.77	65.70	0.22	0.22	0.00	0.00	0.00
IDAHO	41.99	15.82	26.17	11.93	3.10	0.08	0.04	0.87
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.12	53.67	5.60	38.62	0.07	0.90	0.03	0.00
IOWA	51.24	2.58	38.88	4.96	0.00	0.46	0.04	1.84
KANSAS	35.57	3.60	47.10	8.34	1.37	0.35	0.35	3.32
KENTUCKY	75.47	11.70	10.11	1.11	1.01	0.35	0.03	0.21
LOUISIANA	44.02	2.94	46.74	5.33	0.04	0.33	0.00	0.60
MAINE	66.65	3.41	7.06	1.52	8.95	0.20	0.04	12.16
MARYLAND	53.43	29.86	6.14	3.47	3.73	0.36	0.00	3.01
MASSACHUSETTS	84.11	2.29	11.51	0.33	1.43	0.00	0.14	0.18
MICHIGAN	45.52	3.21	41.28	9.57	.	0.10	0.01	0.32
MINNESOTA	6.47	44.54	43.15	5.38	0.00	0.08	0.00	0.38
MISSISSIPPI	55.31	13.46	23.16	6.82	0.07	0.40	0.00	0.77
MISSOURI	26.58	8.60	41.19	21.19	1.72	0.33	0.00	0.40
MONTANA	58.83	21.54	19.31	0.06	0.00	0.25	0.00	0.00
NEBRASKA	65.88	4.12	19.93	1.35	0.60	0.45	0.00	7.68
NEVADA	34.49	4.07	41.42	17.66	0.33	0.00	0.06	1.98
NEW HAMPSHIRE	39.87	7.95	39.35	6.06	2.35	0.00	0.46	3.97
NEW JERSEY	47.45	1.00	37.53	7.49	5.74	0.59	0.01	0.19
NEW MEXICO	22.03	20.81	46.99	5.30	1.11	0.58	0.00	3.19
NEW YORK	11.85	1.61	15.09	3.87	67.26	0.17	0.02	0.14
NORTH CAROLINA	72.54	5.25	9.10	6.33	3.74	1.32	0.17	1.55
NORTH DAKOTA	39.74	5.78	35.69	14.40	0.60	0.78	0.43	2.59
OHIO	52.27	2.59	34.32	4.89	5.59	0.00	.	0.34
OKLAHOMA	65.61	4.45	23.87	4.24	0.32	0.36	0.17	0.98
OREGON	52.61	2.29	27.37	5.09	7.18	0.07	0.03	5.35
PENNSYLVANIA	40.11	2.27	51.84	1.61	3.94	0.07	0.12	0.03
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	46.53	10.72	37.15	0.94	4.61	0.00	0.00	0.06
SOUTH CAROLINA	73.40	9.84	13.62	2.61	0.03	0.21	0.00	0.29
SOUTH DAKOTA	32.16	24.03	35.68	4.43	0.18	0.05	0.36	3.12
TENNESSEE	73.96	9.03	12.33	2.53	1.02	0.16	0.00	0.97
TEXAS	50.57	8.52	37.67	2.05	0.02	0.07	0.15	0.94
UTAH	58.73	5.35	18.82	2.64	0.00	0.00	0.00	14.47
VERMONT	45.00	0.59	21.17	6.03	11.87	0.00	0.59	14.74
VIRGINIA	45.21	5.66	36.74	3.66	0.54	0.21	0.01	7.96
WASHINGTON	30.46	8.17	51.44	5.10	2.20	0.28	0.10	2.25
WEST VIRGINIA	5.42	63.17	20.25	0.84	5.00	0.22	0.00	5.11
WISCONSIN	35.82	12.63	48.74	2.57	0.02	0.11	0.03	0.10
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	51.59	4.46	38.85	5.10	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	53.85	38.46	2.56	0.00	0.00	0.00	0.00	5.13
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10.34	13.79	75.86	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	45.69	11.29	29.51	4.85	7.17	0.25	0.07	1.17
50 STATES, D.C. & P.R.	45.68	11.29	29.51	4.85	7.17	0.25	0.07	1.17

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	26,959	8,997	7,181	344	27	110	40	55
ALASKA	3,991	2,466	1,181	28	0	1	0	1
ARIZONA	1,785	22,213	4,969	565	141	45	74	28
ARKANSAS	10,551	6,666	2,386	102	195	118	64	29
CALIFORNIA	88,204	98,228	57,104	3,701	1,912	480	0	17
COLORADO	7,966	16,207	3,645	137	16	58	129	76
CONNECTICUT	17,533	4,331	5,774	458	480	34	150	56
DELAWARE	3,143	1,972	1,377	499	0	0	1	27
DISTRICT OF COLUMBIA	381	544	1,465	300	203	1	28	4
FLORIDA	64,706	28,885	24,028	2,416	121	133	40	134
GEORGIA	27,433	14,859	12,223	252	35	561	25	83
HAWAII	3,297	2,085	1,208	10	3	0	1	15
IDAHO	8,850	1,920	749	37	8	2	0	12
ILLINOIS	47,675	33,001	28,733	2,064	1,785	354	110	145
INDIANA	33,550	13,416	12,472	398	3	166	20	10
IOWA	8,914	14,626	3,112	288	0	121	41	46
KANSAS	14,902	4,454	3,267	413	28	212	10	40
KENTUCKY	19,672	12,869	3,958	210	6	134	31	80
LOUISIANA	17,258	4,921	11,723	528	4	240	15	125
MAINE	7,592	4,070	1,268	43	58	13	25	24
MARYLAND	24,242	7,813	8,552	1,749	494	138	79	71
MASSACHUSETTS	44,888	9,113	12,025	386	1,114	0	77	220
MICHIGAN	44,627	15,582	15,120	2,079	.	120	17	50
MINNESOTA	4,027	31,092	1,035	322	1	204	0	31
MISSISSIPPI	12,459	5,451	5,025	137	2	99	7	70
MISSOURI	24,930	19,566	9,854	2,013	297	106	48	99
MONTANA	5,224	2,131	658	15	0	17	3	4
NEBRASKA	12,146	3,095	2,005	111	23	32	3	78
NEVADA	4,717	4,078	1,248	216	1	1	5	28
NEW HAMPSHIRE	4,709	2,079	1,629	242	74	0	59	12
NEW JERSEY	46,104	15,045	22,585	2,282	3,343	73	17	161
NEW MEXICO	11,995	2,540	3,521	0	3	53	5	70
NEW YORK	17,367	46,726	52,821	7,313	3,014	371	116	340
NORTH CAROLINA	43,645	11,752	8,544	584	95	297	110	95
NORTH DAKOTA	4,881	588	452	67	3	28	11	30
OHIO	52,427	29,595	16,361	1,420	11,454	68	.	328
OKLAHOMA	20,363	8,263	4,932	185	48	131	26	61
OREGON	20,137	5,527	2,147	121	206	48	37	75
PENNSYLVANIA	46,290	17,740	27,373	1,554	1,122	126	161	80
PUERTO RICO	532	6,490	3,520	174	264	37	6	382
RHODE ISLAND	5,765	1,168	2,468	49	149	0	45	27
SOUTH CAROLINA	18,902	12,747	7,969	470	9	135	2	33
SOUTH DAKOTA	2,942	3,881	434	45	32	38	86	13
TENNESSEE	32,400	11,142	7,707	369	126	147	0	247
TEXAS	61,325	89,779	19,810	1,108	21	64	245	1,235
UTAH	13,217	8,429	4,593	376	0	193	0	37
VERMONT	4,820	156	86	9	23	0	34	23
VIRGINIA	26,360	14,372	14,738	391	309	162	61	77
WASHINGTON	24,831	11,220	6,214	109	91	118	10	81
WEST VIRGINIA	944	15,008	3,463	54	2	47	1	9
WISCONSIN	17,506	13,770	7,824	259	14	127	1	62
WYOMING	4,056	1,618	39	14	16	58	5	4
AMERICAN SAMOA	130	0	25	0	0	0	0	0
GUAM	263	318	75	2	1	0	0	0
NORTHERN MARIANAS	111	43	8	0	1	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	117	44	354	0	0	0	4	1
BUR. OF INDIAN AFFAIRS	1,690	1,341	227	0	77	48	9	0
U.S. AND OUTLYING AREAS	1,075,451	726,032	463,264	37,018	27,454	5,869	2,094	5,141
50 STATES, D.C. & P.R.	1,073,140	724,286	462,575	37,016	27,375	5,821	2,081	5,140

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	61.67	20.58	16.43	0.79	0.06	0.25	0.09	0.13
ALASKA	52.05	32.16	15.40	0.37	0.00	0.01	0.00	0.01
ARIZONA	5.99	74.49	16.66	1.89	0.47	0.15	0.25	0.09
ARKANSAS	52.46	33.15	11.86	0.51	0.97	0.59	0.32	0.14
CALIFORNIA	35.33	39.35	22.87	1.48	0.77	0.19	0.00	0.01
COLORADO	28.21	57.40	12.91	0.49	0.06	0.21	0.46	0.27
CONNECTICUT	60.84	15.03	20.04	1.59	1.67	0.12	0.52	0.19
DELAWARE	44.78	28.10	19.62	7.11	0.00	0.00	0.01	0.38
DISTRICT OF COLUMBIA	13.02	18.59	50.07	10.25	6.94	0.03	0.96	0.14
FLORIDA	53.71	23.98	19.95	2.01	0.10	0.11	0.03	0.11
GEORGIA	49.45	26.79	22.03	0.45	0.06	1.01	0.05	0.15
HAWAII	49.81	31.50	18.25	0.15	0.05	0.00	0.02	0.23
IDAHO	76.44	16.58	6.47	0.32	0.07	0.02	0.00	0.10
ILLINOIS	41.87	28.98	25.23	1.81	1.57	0.31	0.10	0.13
INDIANA	55.88	22.35	20.77	0.66	0.00	0.28	0.03	0.02
IOWA	32.83	53.88	11.46	1.06	0.00	0.45	0.15	0.17
KANSAS	63.89	19.09	14.01	1.77	0.12	0.91	0.04	0.17
KENTUCKY	53.23	34.82	10.71	0.57	0.02	0.36	0.08	0.22
LOUISIANA	49.57	14.14	33.67	1.52	0.01	0.69	0.04	0.36
MAINE	57.99	31.09	9.68	0.33	0.44	0.10	0.19	0.18
MARYLAND	56.20	18.11	19.82	4.05	1.15	0.32	0.18	0.16
MASSACHUSETTS	66.18	13.44	17.73	0.57	1.64	0.00	0.11	0.32
MICHIGAN	57.51	20.08	19.49	2.68	.	0.15	0.02	0.06
MINNESOTA	10.97	84.69	2.82	0.88	0.00	0.56	0.00	0.08
MISSISSIPPI	53.59	23.45	21.61	0.59	0.01	0.43	0.03	0.30
MISSOURI	43.80	34.38	17.31	3.54	0.52	0.19	0.08	0.17
MONTANA	64.88	26.47	8.17	0.19	0.00	0.21	0.04	0.05
NEBRASKA	69.43	17.69	11.46	0.63	0.13	0.18	0.02	0.45
NEVADA	45.82	39.62	12.12	2.10	0.01	0.01	0.05	0.27
NEW HAMPSHIRE	53.49	23.61	18.50	2.75	0.84	0.00	0.67	0.14
NEW JERSEY	51.45	16.79	25.20	2.55	3.73	0.08	0.02	0.18
NEW MEXICO	65.95	13.97	19.36	0.00	0.02	0.29	0.03	0.38
NEW YORK	13.56	36.49	41.24	5.71	2.35	0.29	0.09	0.27
NORTH CAROLINA	67.02	18.05	13.12	0.90	0.15	0.46	0.17	0.15
NORTH DAKOTA	80.54	9.70	7.46	1.11	0.05	0.46	0.18	0.50
OHIO	46.96	26.51	14.65	1.27	10.26	0.06	.	0.29
OKLAHOMA	59.88	24.30	14.50	0.54	0.14	0.39	0.08	0.18
OREGON	71.16	19.53	7.59	0.43	0.73	0.17	0.13	0.27
PENNSYLVANIA	49.01	18.78	28.98	1.65	1.19	0.13	0.17	0.08
PUERTO RICO	4.66	56.90	30.86	1.53	2.31	0.32	0.05	3.35
RHODE ISLAND	59.61	12.08	25.52	0.51	1.54	0.00	0.47	0.28
SOUTH CAROLINA	46.94	31.66	19.79	1.17	0.02	0.34	0.00	0.08
SOUTH DAKOTA	39.38	51.95	5.81	0.60	0.43	0.51	1.15	0.17
TENNESSEE	62.14	21.37	14.78	0.71	0.24	0.28	0.00	0.47
TEXAS	35.33	51.72	11.41	0.64	0.01	0.04	0.14	0.71
UTAH	49.23	31.40	17.11	1.40	0.00	0.72	0.00	0.14
VERMONT	93.57	3.03	1.67	0.17	0.45	0.00	0.66	0.45
VIRGINIA	46.68	25.45	26.10	0.69	0.55	0.29	0.11	0.14
WASHINGTON	58.19	26.29	14.56	0.26	0.21	0.28	0.02	0.19
WEST VIRGINIA	4.83	76.85	17.73	0.28	0.01	0.24	0.01	0.05
WISCONSIN	44.25	34.81	19.78	0.65	0.04	0.32	0.00	0.16
WYOMING	69.81	27.85	0.67	0.24	0.28	1.00	0.09	0.07
AMERICAN SAMOA	83.87	0.00	16.13	0.00	0.00	0.00	0.00	0.00
GUAM	39.91	48.25	11.38	0.30	0.15	0.00	0.00	0.00
NORTHERN MARIANAS	68.10	26.38	4.91	0.00	0.61	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	22.50	8.46	68.08	0.00	0.00	0.00	0.77	0.19
BUR. OF INDIAN AFFAIRS	49.82	39.53	6.69	0.00	2.27	1.42	0.27	0.00
U.S. AND OUTLYING AREAS	45.91	31.00	19.78	1.58	1.17	0.25	0.09	0.22
50 STATES, D.C. & P.R.	45.91	30.99	19.79	1.58	1.17	0.25	0.09	0.22

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6,917	5,996	560	5	0	0	1	4
ALASKA	2,041	1,706	574	9	0	0	0	0
ARIZONA	991	11,840	2,185	8	7	0	0	1
ARKANSAS	4,005	4,715	459	23	6	0	3	4
CALIFORNIA	2,805	93,397	31,677	2,052	379	2	0	5
COLORADO	2,032	11,356	580	1	1	0	10	1
CONNECTICUT	8,375	3,122	2,492	67	84	0	9	6
DELAWARE	1,328	1,640	867	143	0	0	0	2
DISTRICT OF COLUMBIA	78	502	861	50	103	0	0	0
FLORIDA	11,358	24,778	8,186	44	28	0	0	33
GEORGIA	7,013	5,374	2,181	1	0	0	2	4
HAWAII	1,281	1,653	301	0	0	0	0	0
IDAHO	4,915	1,281	138	8	4	0	0	1
ILLINOIS	1,996	29,309	13,359	179	60	2	2	0
INDIANA	851	12,146	3,627	2	3	1	0	0
IOWA	170	10,074	327	1	0	0	0	1
KANSAS	4,144	3,349	647	29	5	2	0	7
KENTUCKY	1,759	6,139	570	20	0	0	0	3
LOUISIANA	1,842	3,823	4,410	4	1	11	1	10
MAINE	2,370	2,492	224	1	1	0	1	0
MARYLAND	7,111	5,801	4,359	218	29	0	3	8
MASSACHUSETTS	30,779	6,521	4,516	65	150	0	8	11
MICHIGAN	11,679	11,999	5,925	29	.	2	0	6
MINNESOTA	1,753	12,456	116	9	0	5	0	3
MISSISSIPPI	1,150	1,785	2,562	1	0	0	1	1
MISSOURI	4,936	14,696	3,232	14	14	2	0	12
MONTANA	2,167	1,807	160	0	0	5	0	0
NEBRASKA	4,230	1,878	423	4	0	0	0	9
NEVADA	1,161	3,618	518	2	0	0	0	1
NEW HAMPSHIRE	2,387	1,247	765	7	13	0	8	2
NEW JERSEY	4,067	13,947	16,408	357	626	8	1	35
NEW MEXICO	6,611	351	729	0	0	0	0	1
NEW YORK	1,465	39,642	28,752	530	138	1	0	75
NORTH CAROLINA	17,304	7,523	1,732	4	4	4	0	5
NORTH DAKOTA	1,929	263	43	9	1	0	0	9
OHIO	8,793	17,690	4,465	39	1,104	0	.	7
OKLAHOMA	6,401	6,312	719	5	8	0	7	4
OREGON	8,507	4,084	216	4	18	0	7	14
PENNSYLVANIA	5,138	13,062	12,794	117	0	1	0	2
PUERTO RICO	76	3,173	377	3	29	2	0	3
RHODE ISLAND	2,872	925	1,580	1	6	0	14	3
SOUTH CAROLINA	2,015	9,085	2,586	31	4	0	0	3
SOUTH DAKOTA	713	1,913	31	2	0	0	0	0
TENNESSEE	11,159	8,420	2,525	69	5	4	0	3
TEXAS	6,510	73,874	5,299	47	2	2	82	129
UTAH	5,766	6,063	1,729	1	0	0	0	1
VERMONT	2,167	62	20	0	6	0	4	2
VIRGINIA	6,394	10,098	6,816	11	60	4	6	7
WASHINGTON	8,768	7,136	1,325	9	6	0	0	9
WEST VIRGINIA	378	4,784	924	0	0	2	0	1
WISCONSIN	1,830	6,530	652	1	0	0	0	0
WYOMING	1,720	1,204	28	1	4	7	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	47	265	34	0	0	0	0	0
NORTHERN MARIANAS	49	14	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	78	39	84	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	516	1,030	41	0	5	23	0	0
U.S. AND OUTLYING AREAS	244,897	533,989	186,710	4,237	2,914	90	172	448
50 STATES, D.C. & P.R.	244,207	532,641	186,551	4,237	2,909	67	172	448

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	51.30	44.47	4.15	0.04	0.00	0.00	0.01	0.03
ALASKA	47.14	39.40	13.26	0.21	0.00	0.00	0.00	0.00
ARIZONA	6.59	78.77	14.54	0.05	0.05	0.00	0.00	0.01
ARKANSAS	43.46	51.17	4.98	0.25	0.07	0.00	0.03	0.04
CALIFORNIA	2.15	71.67	24.31	1.57	0.29	0.00	0.00	0.00
COLORADO	14.53	81.22	4.15	0.01	0.01	0.00	0.07	0.01
CONNECTICUT	59.17	22.06	17.61	0.47	0.59	0.00	0.06	0.04
DELAWARE	33.37	41.21	21.78	3.59	0.00	0.00	0.00	0.05
DISTRICT OF COLUMBIA	4.89	31.49	54.02	3.14	6.46	0.00	0.00	0.00
FLORIDA	25.57	55.77	18.43	0.10	0.06	0.00	0.00	0.07
GEORGIA	48.12	36.87	14.96	0.01	0.00	0.00	0.01	0.03
HAWAII	39.60	51.10	9.30	0.00	0.00	0.00	0.00	0.00
IDAHO	77.44	20.18	2.17	0.13	0.06	0.00	0.00	0.02
ILLINOIS	4.44	65.27	29.75	0.40	0.13	0.00	0.00	0.00
INDIANA	5.12	73.04	21.81	0.01	0.02	0.01	0.00	0.00
IOWA	1.61	95.28	3.09	0.01	0.00	0.00	0.00	0.01
KANSAS	50.64	40.93	7.91	0.35	0.06	0.02	0.00	0.09
KENTUCKY	20.72	72.30	6.71	0.24	0.00	0.00	0.00	0.04
LOUISIANA	18.23	37.84	43.65	0.04	0.01	0.11	0.01	0.10
MAINE	46.57	48.97	4.40	0.02	0.02	0.00	0.02	0.00
MARYLAND	40.57	33.09	24.87	1.24	0.17	0.00	0.02	0.05
MASSACHUSETTS	73.20	15.51	10.74	0.15	0.36	0.00	0.02	0.03
MICHIGAN	39.40	40.48	19.99	0.10	.	0.01	0.00	0.02
MINNESOTA	12.22	86.85	0.81	0.06	0.00	0.03	0.00	0.02
MISSISSIPPI	20.91	32.45	46.58	0.02	0.00	0.00	0.02	0.02
MISSOURI	21.55	64.16	14.11	0.06	0.06	0.01	0.00	0.05
MONTANA	52.36	43.66	3.87	0.00	0.00	0.12	0.00	0.00
NEBRASKA	64.64	28.70	6.46	0.06	0.00	0.00	0.00	0.14
NEVADA	21.91	68.26	9.77	0.04	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	53.89	28.16	17.27	0.16	0.29	0.00	0.18	0.05
NEW JERSEY	11.47	39.34	46.29	1.01	1.77	0.02	0.00	0.10
NEW MEXICO	85.95	4.56	9.48	0.00	0.00	0.00	0.00	0.01
NEW YORK	2.07	56.15	40.72	0.75	0.20	0.00	0.00	0.11
NORTH CAROLINA	65.11	28.31	6.52	0.02	0.02	0.02	0.00	0.02
NORTH DAKOTA	85.58	11.67	1.91	0.40	0.04	0.00	0.00	0.40
OHIO	27.39	55.11	13.91	0.12	3.44	0.00	.	0.02
OKLAHOMA	47.57	46.91	5.34	0.04	0.06	0.00	0.05	0.03
OREGON	66.20	31.78	1.68	0.03	0.14	0.00	0.05	0.11
PENNSYLVANIA	16.51	41.98	41.12	0.38	0.00	0.00	0.00	0.01
PUERTO RICO	2.07	86.62	10.29	0.08	0.79	0.05	0.00	0.08
RHODE ISLAND	53.18	17.13	29.25	0.02	0.11	0.00	0.26	0.06
SOUTH CAROLINA	14.68	66.20	18.84	0.23	0.03	0.00	0.00	0.02
SOUTH DAKOTA	26.81	71.94	1.17	0.08	0.00	0.00	0.00	0.00
TENNESSEE	50.30	37.95	11.38	0.31	0.02	0.02	0.00	0.01
TEXAS	7.57	85.95	6.17	0.05	0.00	0.00	0.10	0.15
UTAH	42.52	44.71	12.75	0.01	0.00	0.00	0.00	0.01
VERMONT	95.84	2.74	0.88	0.00	0.27	0.00	0.18	0.09
VIRGINIA	27.33	43.16	29.13	0.05	0.26	0.02	0.03	0.03
WASHINGTON	50.82	41.36	7.68	0.05	0.03	0.00	0.00	0.05
WEST VIRGINIA	6.21	78.57	15.17	0.00	0.00	0.03	0.00	0.02
WISCONSIN	20.30	72.45	7.23	0.01	0.00	0.00	0.00	0.00
WYOMING	57.99	40.59	0.94	0.03	0.13	0.24	0.07	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	13.58	76.59	9.83	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	77.78	22.22	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	38.81	19.40	41.79	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	31.95	63.78	2.54	0.00	0.31	1.42	0.00	0.00
U.S. AND OUTLYING AREAS	25.16	54.85	19.18	0.44	0.30	0.01	0.02	0.05
50 STATES, D.C. & P.R.	25.14	54.84	19.21	0.44	0.30	0.01	0.02	0.05

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17,477	291	131	10	0	0	0	5
ALASKA	1,777	419	228	0	0	0	0	0
ARIZONA	458	9,062	167	3	0	0	0	0
ARKANSAS	5,841	182	51	12	0	0	1	0
CALIFORNIA	79,305	2,631	3,997	259	43	1	0	0
COLORADO	4,488	2,157	304	2	1	0	3	1
CONNECTICUT	7,353	493	580	10	24	1	0	1
DELAWARE	1,463	65	0	0	0	0	0	0
DISTRICT OF COLUMBIA	290	17	141	0	0	0	0	0
FLORIDA	50,980	849	1,405	11	71	0	0	66
GEORGIA	15,456	4,224	267	46	9	0	11	29
HAWAII	1,789	93	38	0	0	0	0	0
IDAHO	3,256	51	8	3	0	0	0	1
ILLINOIS	44,727	1,361	1,356	66	6	177	1	5
INDIANA	32,036	0	0	0	0	11	0	0
IOWA	8,181	122	45	0	0	0	0	0
KANSAS	9,505	112	66	11	0	1	0	5
KENTUCKY	16,452	2,528	94	0	2	0	0	1
LOUISIANA	14,658	142	704	2	1	1	0	24
MAINE	4,279	576	138	1	5	0	0	1
MARYLAND	14,916	1,437	1,718	132	24	0	0	13
MASSACHUSETTS	10,423	607	936	7	29	0	3	9
MICHIGAN	28,819	473	562	70	.	1	8	0
MINNESOTA	1,153	10,316	91	9	0	3	0	9
MISSISSIPPI	11,191	3,100	476	23	0	0	1	1
MISSOURI	18,718	2,434	904	66	34	0	0	2
MONTANA	2,715	71	22	10	0	0	0	1
NEBRASKA	6,546	156	148	4	0	0	0	13
NEVADA	3,415	5	146	3	1	0	0	1
NEW HAMPSHIRE	1,736	563	472	23	16	0	1	4
NEW JERSEY	41,653	278	1,531	35	247	1	0	12
NEW MEXICO	4,302	1,974	1,019	0	0	2	0	0
NEW YORK	13,444	3,450	6,615	372	72	0	0	14
NORTH CAROLINA	22,122	316	133	2	7	1	0	1
NORTH DAKOTA	2,669	145	109	46	1	.	1	15
OHIO	42,328	0	1	0	10,276	0	.	0
OKLAHOMA	13,133	266	86	22	17	0	0	3
OREGON	10,128	687	341	5	26	0	2	9
PENNSYLVANIA	39,097	2,539	335	28	4	12	0	0
PUERTO RICO	253	748	113	6	25	0	1	2
RHODE ISLAND	2,691	108	206	1	6	0	0	2
SOUTH CAROLINA	16,167	1,168	374	1	2	0	0	3
SOUTH DAKOTA	1,950	1,363	81	3	2	0	0	4
TENNESSEE	19,651	1,112	673	12	1	0	0	3
TEXAS	52,981	3,266	461	7	0	0	45	38
UTAH	5,526	847	369	3	0	0	0	1
VERMONT	1,677	49	21	1	7	0	3	13
VIRGINIA	18,469	2,966	274	7	144	0	3	17
WASHINGTON	12,276	498	304	0	0	1	5	12
WEST VIRGINIA	375	9,323	8	0	0	0	0	1
WISCONSIN	13,069	294	326	10	9	1	0	3
WYOMING	2,001	144	0	0	11	1	0	1
AMERICAN SAMOA	51	0	0	0	0	0	0	0
GUAM	176	15	1	0	0	0	0	0
NORTHERN MARIANAS	23	1	0	0	1	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	38	0	41	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,062	41	73	0	0	0	0	0
U.S. AND OUTLYING AREAS	756,715	76,135	28,690	1,344	11,124	215	89	346
50 STATES, D.C. & P.R.	755,365	76,078	28,575	1,344	11,123	215	89	346

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21OCT93

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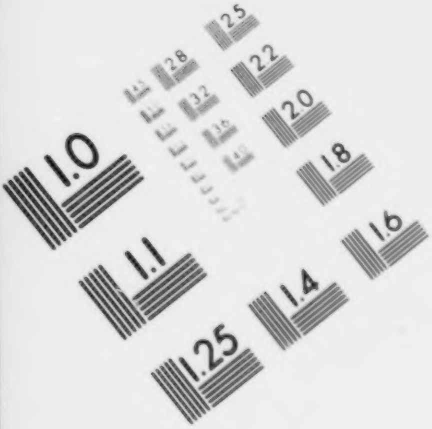

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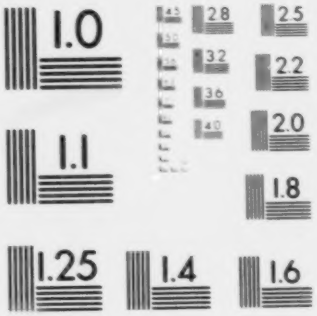

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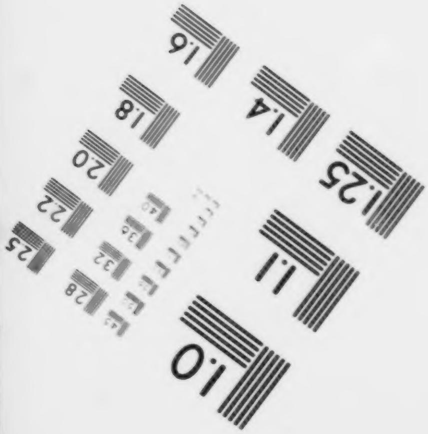

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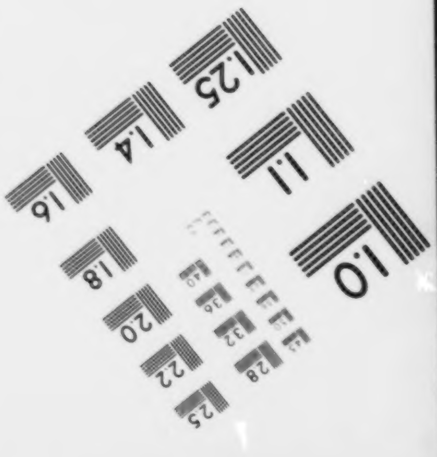

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BY APPLIED IMAGE, INC.

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	97.56	1.62	0.73	0.06	0.00	0.00	0.00	0.03
ALASKA	73.31	17.29	9.41	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.73	93.52	1.72	0.03	0.00	0.00	0.00	0.00
ARKANSAS	95.96	2.99	0.84	0.20	0.00	0.00	0.02	0.00
CALIFORNIA	91.96	3.05	4.63	0.30	0.05	0.00	0.00	0.00
COLORADO	64.52	31.01	4.37	0.03	0.01	0.00	0.04	0.01
CONNECTICUT	86.89	5.83	6.85	0.12	0.28	0.01	0.00	0.01
DELAWARE	95.75	4.25	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	64.73	3.79	31.47	0.00	0.00	0.00	0.00	0.00
FLORIDA	95.50	1.59	2.63	0.02	0.13	0.00	0.00	0.12
GEORGIA	77.12	21.08	1.33	0.23	0.04	0.00	0.05	0.14
HAWAII	93.18	4.84	1.98	0.00	0.00	0.00	0.00	0.00
IDAHO	98.10	1.54	0.24	0.09	0.00	0.00	0.00	0.03
ILLINOIS	93.77	2.85	2.84	0.14	0.01	0.37	0.00	0.01
INDIANA	99.97	0.00	0.00	0.00	0.00	0.03	0.00	0.00
IOWA	98.00	1.46	0.54	0.00	0.00	0.00	0.00	0.00
KANSAS	97.99	1.15	0.68	0.11	0.00	0.01	0.00	0.05
KENTUCKY	86.24	13.25	0.49	0.00	0.01	0.00	0.00	0.01
LOUISIANA	94.37	0.91	4.53	0.01	0.01	0.01	0.00	0.15
MAINE	85.58	11.52	2.76	0.02	0.10	0.00	0.00	0.02
MARYLAND	81.78	7.88	9.42	0.72	0.13	0.00	0.00	0.07
MASSACHUSETTS	86.76	5.05	7.79	0.06	0.24	0.00	0.02	0.07
MICHIGAN	96.28	1.58	1.88	0.23	.	0.00	0.03	0.00
MINNESOTA	9.96	89.08	0.79	0.08	0.00	0.03	0.00	0.08
MISSISSIPPI	75.66	20.96	3.22	0.16	0.00	0.00	0.01	0.01
MISSOURI	84.48	10.98	4.08	0.30	0.15	0.00	0.00	0.01
MONTANA	96.31	2.5[illegible]	0.78	0.35	0.00	0.00	0.00	0.04
NEBRASKA	95.33	2.27	2.16	0.06	0.00	0.00	0.00	0.19
NEVADA	95.63	0.14	4.09	0.08	0.03	0.00	0.00	0.03
NEW HAMPSHIRE	61.67	20.00	16.77	0.82	0.57	0.00	0.04	0.14
NEW JERSEY	95.19	0.64	3.50	0.08	0.56	0.00	0.00	0.03
NEW MEXICO	58.96	27.05	13.96	0.00	0.00	0.03	0.00	0.00
NEW YORK	56.09	14.39	27.60	1.55	0.30	0.00	0.00	0.06
NORTH CAROLINA	97.96	1.40	0.59	0.01	0.03	0.00	0.00	0.00
NORTH DAKOTA	89.38	4.86	3.65	1.54	0.03	.	0.03	0.50
OHIO	80.46	0.00	0.00	0.00	19.53	0.00	.	0.00
OKLAHOMA	97.09	1.97	0.64	0.16	0.13	0.00	0.00	0.02
OREGON	90.44	6.14	3.05	0.04	0.23	0.00	0.02	0.08
PENNSYLVANIA	93.05	6.04	0.80	0.07	0.01	0.03	0.00	0.00
PUERTO RICO	22.04	65.16	9.84	0.52	2.18	0.00	0.09	0.17
RHODE ISLAND	89.28	3.58	6.83	0.03	0.20	0.00	0.00	0.07
SOUTH CAROLINA	91.26	6.59	2.11	0.01	0.01	0.00	0.00	0.02
SOUTH DAKOTA	57.30	40.05	2.38	0.09	0.06	0.00	0.00	0.12
TENNESSEE	91.60	5.18	3.14	0.06	0.00	0.00	0.00	0.01
TEXAS	93.28	5.75	0.81	0.01	0.00	0.00	0.08	0.07
UTAH	81.92	12.56	5.47	0.04	0.00	0.00	0.00	0.01
VERMONT	94.69	2.77	1.19	0.06	0.40	0.00	0.17	0.73
VIRGINIA	84.41	13.[illegible]	1.25	0.03	0.66	0.00	0.01	0.08
WASHINGTON	93.74	3.8[illegible]	2.32	0.00	0.00	0.01	0.04	0.09
WEST VIRGINIA	3.86	96.04	0.08	0.00	0.00	0.00	0.00	0.01
WISCONSIN	95.31	2.14	2.38	0.07	0.07	0.01	0.00	0.02
WYOMING	92.72	6.67	0.00	0.00	0.51	0.05	0.00	0.05
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	91.67	7.81	0.52	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	92.00	4.00	0.00	0.00	4.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	48.10	0.00	51.90	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	90.31	3.49	6.21	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	86.52	8.70	3.28	0.15	1.27	0.02	0.01	0.04
50 STATES, D.C. & P.R.	86.51	8.71	3.27	0.15	1.27	0.02	0.01	0.04

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXONP1A)
21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	750	2,017	5,208	201	23	4	2	3
ALASKA	21	67	96	0	0	0	0	0
ARIZONA	37	376	1,511	220	31	0	0	2
ARKANSAS	483	1,518	1,519	20	116	22	19	14
CALIFORNIA	321	265	9,284	602	69	127	0	2
COLORADO	40	347	599	1	1	0	1	2
CONNECTICUT	45	117	982	107	21	2	8	0
DELAWARE	81	118	338	139	0	0	1	2
DISTRICT OF COLUMBIA	3	10	227	125	13	0	3	0
FLORIDA	266	436	7,510	1,505	15	1	0	10
GEORGIA	842	1,897	6,347	61	16	266	5	28
HAWAII	23	141	385	0	0	0	0	3
IDAHO	315	426	420	17	1	0	0	2
ILLINOIS	56	209	7,213	850	722	24	40	4
INDIANA	81	692	6,479	197	0	0	12	7
IOWA	24	2,899	1,530	119	0	5	3	2
KANSAS	116	350	1,580	169	7	5	9	3
KENTUCKY	713	3,407	2,255	74	0	0	1	35
LOUISIANA	86	291	3,751	257	0	78	6	13
MAINE	54	202	299	7	10	0	1	2
MARYLAND	341	144	1,202	396	33	0	6	4
MASSACHUSETTS	1,409	1,218	3,413	31	106	0	10	9
MICHIGAN	438	1,114	4,655	850	.	2	0	7
MINNESOTA	189	3,459	483	35	0	16	0	5
MISSISSIPPI	29	384	1,514	43	0	9	3	13
MISSOURI	134	634	3,558	1,128	13	10	6	41
MONTANA	74	130	221	0	0	2	0	1
NEBRASKA	379	712	798	43	2	7	1	3
NEVADA	12	118	302	142	0	0	0	1
NEW HAMPSHIRE	60	51	185	15	1	0	2	0
NEW JERSEY	7	22	931	499	175	2	2	2
NEW MEXICO	187	2	527	0	3	0	0	10
NEW YORK	35	389	4,868	1,302	162	11	6	17
NORTH CAROLINA	1,221	2,608	4,044	341	64	9	40	14
NORTH DAKOTA	87	138	219	5	1	1	5	3
OHIO	311	9,373	7,385	64	21	0	.	7
OKLAHOMA	415	1,489	2,739	35	7	2	4	7
OREGON	260	341	826	9	3	0	0	9
PENNSYLVANIA	262	1,095	9,397	817	25	22	21	10
PUERTO RICO	36	1,919	2,219	122	50	3	2	70
RHODE ISLAND	12	11	328	1	50	0	5	1
SOUTH CAROLINA	154	1,333	3,542	288	0	30	1	17
SOUTH DAKOTA	49	352	178	2	2	2	1	0
TENNESSEE	382	1,051	2,923	62	47	42	0	14
TEXAS	65	2,369	6,516	352	0	10	2	44
UTAH	52	261	1,148	47	0	1	0	0
VERMONT	484	30	24	0	4	0	4	3
VIRGINIA	88	352	4,087	158	6	11	4	14
WASHINGTON	598	1,064	1,754	7	1	4	0	1
WEST VIRGINIA	36	515	2,038	34	0	2	0	6
WISCONSIN	52	229	737	64	0	1	0	1
WYOMING	9	10	2	3	0	20	0	0
AMERICAN SAMOA	78	0	10	0	0	0	0	0
GUAM	2	28	18	1	0	0	0	0
NORTHERN MARIANAS	7	14	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	3	170	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	103	36	0	0	3	1	0
U.S. AND OUTLYING AREAS	12,320	48,850	130,580	11,567	1,821	756	237	468
50 STATES, D.C. & P.R.	12,224	48,702	130,346	11,566	1,821	753	236	468

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBEXMP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9.14	24.57	63.45	2.45	0.28	0.05	0.02	0.04
ALASKA	11.41	36.41	52.17	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.70	17.27	69.41	10.11	1.42	0.00	0.00	0.09
ARKANSAS	13.02	40.91	40.93	0.54	3.13	0.59	0.51	0.38
CALIFORNIA	3.01	2.48	87.01	5.64	0.65	1.19	0.00	0.02
COLORADO	4.04	35.02	60.44	0.10	0.10	0.00	0.10	0.20
CONNECTICUT	3.51	9.13	76.60	8.35	1.64	0.16	0.62	0.00
DELAWARE	11.93	17.38	49.78	20.47	0.00	0.00	0.15	0.29
DISTRICT OF COLUMBIA	0.79	2.62	59.58	32.81	3.41	0.00	0.79	0.00
FLORIDA	2.73	4.48	77.08	15.45	0.15	0.01	0.00	0.10
GEORGIA	8.90	20.05	67.08	0.64	0.17	2.81	0.05	0.30
HAWAII	4.17	25.54	69.75	0.00	0.00	0.00	0.00	0.54
IDAHO	26.67	36.07	35.56	1.44	0.08	0.00	0.00	0.17
ILLINOIS	0.61	2.29	79.11	9.32	7.92	0.26	0.44	0.04
INDIANA	1.08	9.27	86.76	2.64	0.00	0.00	0.16	0.09
IOWA	0.52	63.27	33.39	2.60	0.00	0.11	0.07	0.04
KANSAS	5.18	15.63	70.57	7.55	0.31	0.22	0.40	0.13
KENTUCKY	10.99	52.54	34.77	1.14	0.00	0.00	0.02	0.54
LOUISIANA	1.92	6.49	83.69	5.73	0.00	1.74	0.13	0.29
MAINE	9.39	35.13	52.00	1.22	1.74	0.00	0.17	0.35
MARYLAND	16.04	6.77	56.54	18.63	1.55	0.00	0.28	0.19
MASSACHUSETTS	22.74	19.66	55.08	0.50	1.71	0.00	0.16	0.15
MICHIGAN	6.20	15.77	65.88	12.03	.	0.03	0.00	0.10
MINNESOTA	4.51	82.61	11.54	0.84	0.00	0.38	0.00	0.12
MISSISSIPPI	1.45	19.25	75.89	2.16	0.00	0.45	0.15	0.65
MISSOURI	2.43	11.48	64.41	20.42	0.24	0.18	0.11	0.74
MONTANA	17.29	30.37	51.64	0.00	0.00	0.47	0.00	0.23
NEBRASKA	19.49	36.61	41.03	2.21	0.10	0.36	0.05	0.15
NEVADA	2.09	20.52	52.52	24.70	0.00	0.00	0.00	0.17
NEW HAMPSHIRE	19.11	16.24	58.92	4.78	0.32	0.00	0.64	0.00
NEW JERSEY	0.43	1.34	56.77	30.43	10.67	0.12	0.12	0.12
NEW MEXICO	25.65	0.27	72.29	0.00	0.41	0.00	0.00	1.37
NEW YORK	0.52	5.73	71.69	19.18	2.39	0.16	0.09	0.25
NORTH CAROLINA	14.64	31.27	48.48	4.09	0.77	0.11	0.48	0.17
NORTH DAKOTA	18.95	30.07	47.71	1.09	0.22	0.22	1.09	0.65
OHIO	1.81	54.62	43.03	0.37	0.12	0.00	.	0.04
OKLAHOMA	8.74	31.36	58.74	0.74	0.15	0.04	0.08	0.15
OREGON	17.96	23.55	57.04	0.62	0.21	0.00	0.00	0.62
PENNSYLVANIA	2.25	9.40	80.67	7.01	0.21	0.19	0.18	0.09
PUERTO RICO	0.81	43.41	50.19	2.76	1.13	0.07	0.05	1.58
RHODE ISLAND	2.94	2.70	80.39	0.25	12.25	0.00	1.23	0.25
SOUTH CAROLINA	2.87	24.85	66.02	5.37	0.00	0.56	0.02	0.32
SOUTH DAKOTA	8.36	60.07	30.38	0.34	0.34	0.34	0.17	0.00
TENNESSEE	8.45	23.25	64.65	1.37	1.04	0.93	0.00	0.31
TEXAS	0.69	25.32	69.63	3.76	0.00	0.11	0.02	0.47
UTAH	3.45	17.30	76.08	3.11	0.00	0.07	0.00	0.00
VERMONT	88.16	5.46	4.37	0.00	0.73	0.00	0.73	0.55
VIRGINIA	1.86	7.46	86.59	3.35	0.13	0.23	0.08	0.30
WASHINGTON	17.44	31.03	51.15	0.20	0.03	0.12	0.00	0.03
WEST VIRGINIA	1.37	19.57	77.46	1.29	0.00	0.08	0.00	0.23
WISCONSIN	4.80	21.13	67.99	5.90	0.00	0.09	0.00	0.09
WYOMING	20.45	22.73	4.55	6.82	0.00	45.45	0.00	0.00
AMERICAN SAMOA	88.64	0.00	11.36	0.00	0.00	0.00	0.00	0.00
GUAM	4.08	57.14	36.73	2.04	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	1.73	98.27	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	5.92	67.76	23.68	0.00	0.00	1.97	0.66	0.00
U.S. AND OUTLYING AREAS	5.96	23.64	63.20	5.60	0.88	0.37	0.11	0.23
50 STATES, D.C. & P.R.	5.93	23.63	63.24	5.61	0.88	0.37	0.11	0.23

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	959	494	579	12	1	20	34	3
ALASKA	35	81	84	19	0	1	0	1
ARIZONA	44	400	508	65	28	0	74	10
ARKANSAS	9	20	42	3	2	0	2	0
CALIFORNIA	127	229	2,538	165	1,205	50	0	10
COLORADO	762	1,305	747	25	12	1	113	54
CONNECTICUT	1,187	362	1,195	128	219	25	115	33
DELAWARE	93	86	113	65	0	0	0	9
DISTRICT OF COLUMBIA	0	12	158	53	29	0	22	4
FLORIDA	1,160	2,408	4,983	637	7	3	40	5
GEORGIA	3,683	2,965	2,942	80	4	160	7	4
HAWAII	80	111	218	0	3	0	0	2
IDAHO	67	19	34	6	2	0	0	0
ILLINOIS	214	1,398	5,165	572	884	55	57	3
INDIANA	284	315	1,404	49	0	16	3	1
IOWA	105	1,254	873	98	0	24	19	12
KANSAS	525	340	521	92	0	108	0	2
KENTUCKY	83	423	528	54	3	2	28	15
LOUISIANA	98	174	1,324	118	0	31	5	13
MAINE	517	517	303	18	38	1	17	4
MARYLAND	388	122	519	248	234	2	48	14
MASSACHUSETTS	1,176	454	2,024	241	597	0	18	29
MICHIGAN	1,788	1,337	2,225	384	.	73	9	1
MINNESOTA	457	3,376	209	240	0	86	0	5
MISSISSIPPI	9	15	44	0	2	0	2	2
MISSOURI	494	1,514	1,572	328	184	10	34	6
MONTANA	59	51	73	1	0	8	3	0
NEBRASKA	393	213	337	21	19	0	0	4
NEVADA	36	186	140	7	0	1	2	1
NEW HAMPSHIRE	275	110	113	2	28	0	36	1
NEW JERSEY	103	377	1,482	308	923	29	5	19
NEW MEXICO	578	83	693	0	0	0	4	33
NEW YORK	350	1,786	8,806	2,059	1,128	304	40	80
NORTH CAROLINA	1,410	794	1,578	28	4	30	9	29
NORTH DAKOTA	66	24	39	0	0	1	1	0
OHIO	112	1,046	1,603	849	2	11	.	21
OKLAHOMA	58	67	518	6	6	21	3	7
OREGON	290	174	328	84	136	2	9	12
PENNSYLVANIA	371	749	3,593	242	458	87	25	54
PUERTO RICO	16	150	240	0	6	1	0	10
RHODE ISLAND	76	54	254	0	47	0	21	4
SOUTH CAROLINA	224	745	973	73	1	10	0	5
SOUTH DAKOTA	48	48	34	6	22	2	44	0
TENNESSEE	217	156	388	66	16	23	0	3
TEXAS	592	4,899	3,313	242	5	0	45	438
UTAH	1,565	1,106	798	49	0	15	0	16
VERMONT	242	8	9	7	3	0	8	1
VIRGINIA	450	443	1,978	77	66	8	38	14
WASHINGTON	593	600	662	54	25	28	3	28
WEST VIRGINIA	67	225	342	0	0	0	0	0
WISCONSIN	667	1,295	1,453	22	2	11	1	6
WYOMING	138	149	6	1	1	14	3	0
AMERICAN SAMOA	0	0	1	0	0	0	3	0
GUAM	0	0	3	0	0	0	0	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	12	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	60	105	36	0	1	5	5	0
U.S. AND OUTLYING AREAS	23,404	35,374	60,657	7,904	6,353	1,279	953	1,028
50 STATES, D.C. & P.R.	23,340	35,269	60,605	7,904	6,352	1,274	947	1,028

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.62	23.50	27.55	0.57	0.05	0.95	1.62	0.14
ALASKA	15.84	36.65	38.01	8.60	0.00	0.45	0.00	0.45
ARIZONA	3.90	35.43	45.00	5.76	2.48	0.00	6.55	0.89
ARKANSAS	11.54	25.64	53.85	3.85	2.56	0.00	2.56	0.00
CALIFORNIA	2.94	5.30	58.70	3.82	27.87	1.16	0.00	0.23
COLORADO	25.24	43.23	24.74	0.83	0.40	0.03	3.74	1.79
CONNECTICUT	36.37	11.09	36.61	3.92	6.71	0.77	3.52	1.01
DELAWARE	25.41	23.50	30.87	17.76	0.00	0.00	0.00	2.46
DISTRICT OF COLUMBIA	0.00	4.32	56.83	19.06	10.43	0.00	7.91	1.44
FLORIDA	12.55	26.05	53.91	6.89	0.08	0.03	0.43	0.05
GEORGIA	37.41	30.12	29.88	0.81	0.04	1.63	0.07	0.04
HAWAII	19.32	26.81	52.66	0.00	0.72	0.00	0.00	0.48
IDAHO	52.34	14.84	26.56	4.69	1.56	0.00	0.00	0.00
ILLINOIS	2.56	16.75	61.87	6.85	10.59	0.66	0.68	0.04
INDIANA	13.71	15.20	67.76	2.36	0.00	0.77	0.14	0.05
IOWA	4.40	52.58	36.60	4.11	0.00	1.01	0.80	0.50
KANSAS	33.06	21.41	32.81	5.79	0.00	6.80	0.00	0.13
KENTUCKY	7.31	37.24	46.48	4.75	0.26	0.18	2.46	1.32
LOUISIANA	5.56	9.87	75.10	6.69	0.00	1.76	0.28	0.74
MAINE	36.54	36.54	21.41	1.27	2.69	0.07	1.20	0.28
MARYLAND	24.63	7.75	32.95	15.75	14.86	0.13	3.05	0.89
MASSACHUSETTS	25.91	10.00	44.59	5.31	13.15	0.00	0.40	0.64
MICHIGAN	30.74	22.98	38.25	6.60	.	1.25	0.15	0.02
MINNESOTA	10.45	77.20	4.78	5.49	0.00	1.97	0.00	0.11
MISSISSIPPI	12.16	20.27	59.46	0.00	2.70	0.00	2.70	2.70
MISSOURI	11.93	36.55	37.95	7.92	4.44	0.24	0.82	0.14
MONTANA	30.26	26.15	37.44	0.51	0.00	4.10	1.54	0.00
NEBRASKA	39.82	21.58	34.14	2.13	1.93	0.00	0.00	0.41
NEVADA	9.65	49.87	37.53	1.88	0.00	0.27	0.54	0.27
NEW HAMPSHIRE	48.67	19.47	20.00	0.35	4.96	0.00	6.37	0.18
NEW JERSEY	3.17	11.61	45.66	9.49	28.43	0.89	0.15	0.59
NEW MEXICO	41.55	5.97	49.82	0.00	0.00	0.00	0.29	2.37
NEW YORK	2.41	12.27	60.51	14.15	7.75	2.09	0.27	0.55
NORTH CAROLINA	36.32	20.45	40.65	0.72	0.10	0.77	0.23	0.75
NORTH DAKOTA	50.38	18.32	29.77	0.00	0.00	0.76	0.76	0.00
OHIO	3.07	28.70	43.99	23.30	0.05	0.30	.	0.58
OKLAHOMA	8.45	9.77	75.51	0.87	0.87	3.06	0.44	1.02
OREGON	28.02	16.81	31.69	8.12	13.14	0.19	0.87	1.16
PENNSYLVANIA	6.65	13.43	64.40	4.34	8.21	1.56	0.45	0.97
PUERTO RICO	3.78	35.46	56.74	0.00	1.42	0.24	0.00	2.36
RHODE ISLAND	16.67	11.84	55.70	0.00	10.31	0.00	4.61	0.88
SOUTH CAROLINA	11.03	36.68	47.91	3.59	0.05	0.49	0.00	0.25
SOUTH DAKOTA	23.53	23.53	16.67	2.94	10.78	0.98	21.57	0.00
TENNESSEE	24.97	17.95	44.65	7.59	1.84	2.65	0.00	0.35
TEXAS	6.21	51.38	34.75	2.54	0.05	0.00	0.47	4.59
UTAH	44.10	31.16	22.49	1.38	0.00	0.42	0.00	0.45
VERMONT	87.05	2.88	3.24	2.52	1.08	0.00	2.88	0.36
VIRGINIA	14.64	14.41	64.35	2.50	2.15	0.26	1.24	0.46
WASHINGTON	29.75	30.11	33.22	2.71	1.25	1.40	0.15	1.40
WEST VIRGINIA	10.57	35.49	53.94	0.00	0.00	0.00	0.00	0.00
WISCONSIN	19.29	37.46	42.03	0.64	0.06	0.32	0.03	0.17
WYOMING	44.23	47.76	1.92	0.32	0.32	4.49	0.96	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	92.31	0.00	0.00	0.00	7.69	0.00
BUR. OF INDIAN AFFAIRS	28.30	49.53	16.98	0.00	0.47	2.36	2.36	0.00
U.S. AND OUTLYING AREAS	17.09	25.83	44.29	5.77	4.64	0.93	0.70	0.75
50 STATES, D.C. & P.R.	17.07	25.80	44.33	5.78	4.65	0.93	0.69	0.75

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBOONP1A)
21OCT93

388

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9	24	417	66	2	17	1	17
ALASKA	22	72	135	0	0	0	0	0
ARIZONA	13	60	285	97	34	10	0	5
ARKANSAS	17	55	193	15	50	7	32	6
CALIFORNIA	73	71	2,198	143	91	12	0	0
COLORADO	142	719	1,222	90	1	18	2	16
CONNECTICUT	72	76	309	81	61	4	6	5
DELAWARE	1	8	3	10	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	39	1	2	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	5	83	2	0	0	0	2
IDAHO	37	39	84	3	0	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1	1	243	58	0	44	5	2
IOWA	5	0	155	64	0	2	17	2
KANSAS	133	124	270	77	0	39	1	20
KENTUCKY	32	76	366	51	1	1	2	11
LOUISIANA	4	1	285	90	0	36	1	25
MAINE	88	166	252	12	3	0	4	11
MARYLAND	496	121	368	624	144	3	20	12
MASSACHUSETTS	153	131	520	24	77	0	14	29
MICHIGAN	24	8	252	577	.	1	0	17
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	6	63	32	0	20	0	7
MISSOURI	16	22	108	109	28	9	2	4
MONTANA	37	25	112	1	0	0	0	1
NEBRASKA	25	16	138	26	0	6	2	9
NEVADA	2	32	27	58	0	0	1	2
NEW HAMPSHIRE	24	7	15	59	11	0	7	4
NEW JERSEY	57	189	1,846	830	1,140	16	6	36
NEW MEXICO	43	7	315	0	0	14	1	12
NEW YORK	112	310	2,260	2,071	822	5	47	115
NORTH CAROLINA	31	34	310	125	15	29	61	11
NORTH DAKOTA	.	.	.	.	0	.	.	.
OHIO	43	876	2,021	293	32	3	.	21
OKLAHOMA	25	25	562	63	3	13	11	36
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2	3	102	121	0	3	0	9
PUERTO RICO	10	29	159	33	13	0	0	225
RHODE ISLAND	2	3	42	0	30	0	2	0
SOUTH CAROLINA	4	34	83	26	1	42	0	1
SOUTH DAKOTA	13	91	94	7	3	11	19	7
TENNESSEE	21	30	529	41	51	9	0	15
TEXAS	21	314	767	140	6	8	6	60
UTAH	13	11	339	249	0	2	0	9
VERMONT	26	2	8	1	1	0	3	1
VIRGINIA	211	189	846	61	14	43	2	13
WASHINGTON	144	180	887	19	2	24	0	22
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,394	5,346	4,566	154	3	81	0	21
WYOMING	.	.	.	.	.	4	.	.
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	2	2	9	0	1	0	0	0
NORTHERN MARIANAS	12	10	8	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	19	0	0	0	3	1
BUR. OF INDIAN AFFAIRS	8	33	35	0	1	4	3	0
U.S. AND OUTLYING AREAS	3,622	9,583	23,914	6,603	2,680	541	283	824
50 STATES, D.C. & P.R.	3,600	9,538	23,840	6,603	2,678	537	277	823

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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21OCT93

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.63	4.34	75.41	11.93	0.36	3.07	0.18	3.07
ALASKA	9.61	31.44	58.95	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.58	11.90	56.55	19.25	6.75	1.98	0.00	0.99
ARKANSAS	4.53	14.67	51.47	4.00	13.33	1.87	8.53	1.60
CALIFORNIA	2.82	2.74	84.93	5.53	3.52	0.46	0.00	0.00
COLORADO	6.43	32.53	55.29	4.07	0.05	0.81	0.09	0.72
CONNECTICUT	11.73	12.38	50.33	13.19	9.93	0.65	0.98	0.81
DELAWARE	4.55	36.36	13.64	45.45	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	2.33	0.00	90.70	2.33	4.65	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.08	5.38	89.25	2.15	0.00	0.00	0.00	2.15
IDAHO	22.42	23.64	50.91	1.82	0.00	0.00	0.00	1.21
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.28	0.28	68.64	16.38	0.00	12.43	1.41	0.56
IOWA	2.04	0.00	63.27	26.12	0.00	0.82	6.94	0.82
KANSAS	20.03	18.67	40.66	11.60	0.00	5.87	0.15	3.01
KENTUCKY	5.93	14.07	67.78	9.44	0.19	0.19	0.37	2.04
LOUISIANA	0.90	0.23	64.48	20.36	0.00	8.14	0.23	5.66
MAINE	16.42	30.97	47.01	2.24	0.56	0.00	0.75	2.05
MARYLAND	27.74	6.77	20.58	34.90	8.05	0.17	1.12	0.67
MASSACHUSETTS	16.14	13.82	54.85	2.53	8.12	0.00	1.48	3.06
MICHIGAN	2.73	0.91	28.67	65.64	.	0.11	0.00	1.93
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.78	4.65	48.84	24.81	0.00	15.50	0.00	5.43
MISSOURI	5.37	7.38	36.24	36.58	9.40	3.02	0.67	1.34
MONTANA	21.02	14.20	63.64	0.57	0.00	0.00	0.00	0.57
NEBRASKA	11.26	7.21	62.16	11.71	0.00	2.70	0.90	4.05
NEVADA	1.64	26.23	22.13	47.54	0.00	0.00	0.82	1.64
NEW HAMPSHIRE	18.90	5.51	11.81	46.46	8.66	0.00	5.51	3.15
NEW JERSEY	1.38	4.59	44.81	20.15	27.67	0.39	0.15	0.87
NEW MEXICO	10.97	1.79	80.36	0.00	0.00	3.57	0.26	3.06
NEW YORK	1.95	5.40	39.36	36.07	14.32	0.09	0.82	2.00
NORTH CAROLINA	5.03	5.52	50.32	20.29	2.44	4.71	9.90	1.79
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.31	26.63	61.45	8.91	0.97	0.09	.	0.64
OKLAHOMA	3.39	3.39	76.15	8.54	0.41	1.76	1.49	4.88
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.83	1.25	42.50	50.42	0.00	1.25	0.00	3.75
PUERTO RICO	2.13	6.18	33.90	7.04	2.77	0.00	0.00	47.97
RHODE ISLAND	2.53	3.80	53.16	0.00	37.97	0.00	2.53	0.00
SOUTH CAROLINA	2.09	17.80	43.46	13.61	0.52	21.99	0.00	0.52
SOUTH DAKOTA	5.31	37.14	38.37	2.86	1.22	4.49	7.76	2.86
TENNESSEE	3.02	4.31	76.01	5.89	7.33	1.29	0.00	2.16
TEXAS	1.59	23.75	58.02	10.59	0.45	0.61	0.45	4.54
UTAH	2.09	1.77	54.41	39.97	0.00	0.32	0.00	1.44
VERMONT	61.90	4.76	19.05	2.38	2.38	0.00	7.14	2.38
VIRGINIA	15.30	13.71	61.35	4.42	1.02	3.12	0.15	0.94
WASHINGTON	11.27	14.08	69.41	1.49	0.16	1.88	0.00	1.72
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	12.05	46.23	39.48	1.33	0.03	0.70	0.00	0.18
WYOMING	.	.	.	.	.	100.00	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	14.29	14.29	64.29	0.00	7.14	0.00	0.00	0.00
NORTHERN MARIANAS	40.00	33.33	26.67	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	82.61	0.00	0.00	0.00	13.04	4.35
BUR. OF INDIAN AFFAIRS	9.52	39.29	41.67	0.00	1.19	4.76	3.57	0.00
U.S. AND OUTLYING AREAS	7.54	19.94	49.77	13.74	5.58	1.13	0.59	1.72
50 STATES, D.C. & P.R.	7.52	19.91	49.77	13.79	5.59	1.12	0.58	1.72

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21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	212	58	111	17	1	46	1	1
ALASKA	24	31	31	0	0	0	0	0
ARIZONA	57	239	88	150	0	25	0	1
ARKANSAS	101	61	23	28	2	58	0	0
CALIFORNIA	517	248	2,523	164	19	259	0	0
COLORADO	147	100	120	3	0	29	0	0
CONNECTICUT	167	59	58	32	38	1	8	0
DELAWARE	35	26	6	29	0	0	0	0
DISTRICT OF COLUMBIA	8	1	18	0	0	0	0	0
FLORIDA	158	109	549	9	0	104	0	0
GEORGIA	121	106	195	56	3	60	0	3
HAWAII	41	20	80	8	0	0	0	0
IDAHO	81	25	8	0	0	2	0	0
ILLINOIS	184	278	732	56	4	56	6	1
INDIANA	89	104	276	52	0	56	0	0
IOWA	146	96	88	0	0	65	0	0
KANSAS	83	58	72	16	0	51	0	0
KENTUCKY	172	84	58	10	0	94	0	0
LOUISIANA	138	113	245	6	2	58	0	0
MAINE	83	30	20	2	0	12	0	0
MARYLAND	297	59	99	50	0	79	0	2
MASSACHUSETTS	265	46	205	5	67	0	6	1
MICHIGAN	492	184	428	8	.	41	0	0
MINNESOTA	143	458	48	17	1	69	0	0
MISSISSIPPI	17	56	65	7	0	46	0	0
MISSOURI	170	110	164	72	6	58	2	0
MONTANA	63	18	37	3	0	0	0	0
NEBRASKA	163	41	50	6	2	13	0	1
NEVADA	21	14	66	1	0	0	2	1
NEW HAMPSHIRE	21	10	4	72	1	0	3	0
NEW JERSEY	34	100	299	106	39	0	1	3
NEW MEXICO	64	29	68	0	0	31	0	2
NEW YORK	478	318	428	235	419	37	0	2
NORTH CAROLINA	437	128	160	2	0	201	0	0
NORTH DAKOTA	34	4	13	1	0	20	1	.
OHIO	203	291	411	90	5	28	.	1
OKLAHOMA	100	39	131	26	5	55	0	0
OREGON	329	49	86	3	15	32	0	3
PENNSYLVANIA	853	181	307	29	159	0	48	0
PUERTO RICO	22	100	208	0	80	0	1	1
RHODE ISLAND	18	9	6	44	0	0	0	0
SOUTH CAROLINA	151	146	156	15	1	45	1	1
SOUTH DAKOTA	96	31	2	17	0	16	0	0
TENNESSEE	227	61	179	38	0	40	0	0
TEXAS	223	857	927	168	4	36	3	3
UTAH	147	32	24	1	0	128	0	0
VERMONT	63	2	3	0	0	0	10	0
VIRGINIA	171	100	256	3	2	70	0	0
WASHINGTON	518	309	253	1	31	49	0	0
WEST VIRGINIA	25	55	51	11	2	27	1	0
WISCONSIN	81	12	25	4	0	3	0	0
WYOMING	52	33	1	9	0	8	0	0
AMERICAN SAMOA	9	0	8	0	0	0	0	0
GUAM	9	1	8	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	2	13	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	10	5	0	70	0	0	0
U.S. AND OUTLYING AREAS	8,567	5,741	10,495	1,682	978	2,108	94	27
50 STATES, D.C. & P.R.	8,542	5,728	10,461	1,682	908	2,108	94	27

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.43	12.98	24.83	3.80	0.22	10.29	0.22	0.22
ALASKA	27.91	36.05	36.05	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.18	42.68	15.71	26.79	0.00	4.46	0.00	0.18
ARKANSAS	37.00	22.34	8.42	10.26	0.73	21.25	0.00	0.00
CALIFORNIA	13.86	6.65	67.64	4.40	0.51	6.94	0.00	0.00
COLORADO	36.84	25.06	30.08	0.75	0.00	7.27	0.00	0.00
CONNECTICUT	46.01	16.25	15.98	8.82	10.47	0.28	2.20	0.00
DELAWARE	36.46	27.08	6.25	30.21	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	29.63	3.70	66.67	0.00	0.00	0.00	0.00	0.00
FLORIDA	17.01	11.73	59.10	0.97	0.00	11.19	0.00	0.00
GEORGIA	22.24	19.49	35.85	10.29	0.55	11.03	0.00	0.55
HAWAII	27.52	13.42	53.69	5.37	0.00	0.00	0.00	0.00
IDAHO	69.83	21.55	6.90	0.00	0.00	1.72	0.00	0.00
ILLINOIS	13.97	21.11	55.58	4.25	0.30	4.25	0.46	0.08
INDIANA	15.42	18.02	47.83	9.01	0.00	9.71	0.00	0.00
IOWA	36.96	24.30	22.28	0.00	0.00	16.46	0.00	0.00
KANSAS	29.64	20.71	25.71	5.71	0.00	18.21	0.00	0.00
KENTUCKY	41.15	20.10	13.88	2.39	0.00	22.49	0.00	0.00
LOUISIANA	24.56	20.11	43.59	1.07	0.36	10.32	0.00	0.00
MAINE	56.46	20.41	13.61	1.36	0.00	8.16	0.00	0.00
MARYLAND	50.68	10.07	16.89	8.53	0.00	13.48	0.00	0.34
MASSACHUSETTS	44.54	7.73	34.45	0.84	11.26	0.00	1.01	0.17
MICHIGAN	42.67	15.96	37.12	0.69	.	3.56	0.00	0.00
MINNESOTA	19.43	62.23	6.52	2.31	0.14	9.38	0.00	0.00
MISSISSIPPI	8.90	29.32	34.03	3.66	0.00	24.08	0.00	0.00
MISSOURI	29.21	18.90	28.18	12.37	1.03	9.97	0.34	0.00
MONTANA	52.07	14.88	30.58	2.48	0.00	0.00	0.00	0.00
NEBRASKA	59.06	14.86	18.12	2.17	0.72	4.71	0.00	0.36
NEVADA	20.00	13.33	62.86	0.95	0.00	0.00	1.90	0.95
NEW HAMPSHIRE	18.92	9.01	3.60	64.86	0.90	0.00	2.70	0.00
NEW JERSEY	5.84	17.18	51.37	18.21	6.70	0.00	0.17	0.52
NEW MEXICO	32.99	14.95	35.05	0.00	0.00	15.98	0.00	1.03
NEW YORK	24.93	16.59	22.33	12.26	21.86	1.93	0.00	0.10
NORTH CAROLINA	47.09	13.79	17.24	0.22	0.00	21.66	0.00	0.00
NORTH DAKOTA	46.58	5.48	17.81	1.37	0.00	27.40	1.37	.
OHIO	19.73	28.28	39.94	8.75	0.49	2.72	.	0.10
OKLAHOMA	28.09	10.96	36.80	7.30	1.40	15.45	0.00	0.00
OREGON	63.64	9.48	16.63	0.58	2.90	6.19	0.00	0.58
PENNSYLVANIA	54.09	11.48	19.47	1.84	10.08	0.00	3.04	0.00
PUERTO RICO	5.34	24.27	50.49	0.00	19.42	0.00	0.24	0.24
RHODE ISLAND	23.38	11.69	7.79	57.14	0.00	0.00	0.00	0.00
SOUTH CAROLINA	29.26	28.29	30.23	2.91	0.19	8.72	0.19	0.19
SOUTH DAKOTA	59.26	19.14	1.23	10.49	0.00	9.88	0.00	0.00
TENNESSEE	41.65	11.19	32.84	6.97	0.00	7.34	0.00	0.00
TEXAS	10.04	38.59	41.74	7.56	0.18	1.62	0.14	0.14
UTAH	44.28	9.64	7.23	0.30	0.00	38.55	0.00	0.00
VERMONT	80.77	2.56	3.85	0.00	0.00	0.00	12.82	0.00
VIRGINIA	28.41	16.61	42.52	0.50	0.33	11.63	0.00	0.00
WASHINGTON	44.62	26.61	21.79	0.09	2.67	4.22	0.00	0.00
WEST VIRGINIA	14.53	31.98	29.65	6.40	1.16	15.70	0.58	0.00
WISCONSIN	64.80	9.60	20.00	3.20	0.00	2.40	0.00	0.00
WYOMING	50.49	32.04	0.97	8.74	0.00	7.77	0.00	0.00
AMERICAN SAMOA	11.11	0.00	88.89	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	5.56	44.44	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	13.33	86.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	6.59	10.99	5.49	0.00	76.92	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	28.85	19.34	35.35	5.66	3.29	7.10	0.32	0.09
50 STATES, D.C. & P.R.	28.91	19.38	35.40	5.69	3.07	7.13	0.32	0.09

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	144	32	75	4	0	0	0	2
ALASKA	30	12	12	0	0	0	0	0
ARIZONA	126	127	138	3	6	0	0	2
ARKANSAS	32	27	25	0	8	0	6	1
CALIFORNIA	839	387	2,513	163	16	0	0	0
COLORADO	271	187	52	4	0	0	0	2
CONNECTICUT	127	10	17	3	8	0	0	2
DELAWARE	28	11	41	50	0	0	0	14
DISTRICT OF COLUMBIA	1	2	15	24	0	0	0	0
FLORIDA	495	217	1,079	95	0	1	0	12
GEORGIA	97	102	157	5	2	16	0	4
HAWAII	42	12	29	0	0	0	1	4
IDAHO	69	17	21	0	0	0	0	0
ILLINOIS	251	194	618	258	26	8	0	33
INDIANA	147	85	216	0	0	0	0	0
IOWA	245	156	75	4	0	0	2	28
KANSAS	149	36	21	6	16	0	0	2
KENTUCKY	128	71	45	0	0	0	0	3
LOUISIANA	198	108	300	19	0	3	0	18
MAINE	83	26	2	0	0	0	0	0
MARYLAND	257	29	57	13	9	0	0	1
MASSACHUSETTS	297	27	95	0	17	0	1	7
MICHIGAN	1,097	371	731	43	.	0	0	19
MINNESOTA	156	513	26	2	0	2	0	3
MISSISSIPPI	56	83	270	27	0	1	0	45
MISSOURI	174	48	108	156	0	0	0	2
MONTANA	32	4	6	0	0	0	0	0
NEBRASKA	178	26	21	2	0	0	0	16
NEVADA	50	94	13	3	0	0	0	0
NEW HAMPSHIRE	55	21	16	9	0	0	0	1
NEW JERSEY	25	65	29	95	83	0	0	2
NEW MEXICO	130	63	102	0	0	0	0	5
NEW YORK	704	210	318	47	80	0	0	7
NORTH CAROLINA	362	56	95	22	0	0	0	6
NORTH DAKOTA	40	5	15	2	0	.	2	1
OHIO	345	212	323	66	7	0	.	134
OKLAHOMA	106	23	55	3	0	0	0	1
OREGON	241	68	109	5	1	0	0	8
PENNSYLVANIA	103	27	312	89	87	0	8	3
PUERTO RICO	54	65	15	0	45	0	0	9
RHODE ISLAND	35	28	17	0	6	0	0	1
SOUTH CAROLINA	99	139	140	19	0	0	0	3
SOUTH DAKOTA	29	42	7	1	2	1	16	2
TENNESSEE	183	100	212	35	2	0	0	19
TEXAS	292	1,170	662	41	1	1	49	106
UTAH	32	33	60	0	0	0	0	6
VERMONT	57	1	0	0	1	0	1	1
VIRGINIA	217	122	146	18	7	0	0	3
WASHINGTON	380	146	120	3	5	0	0	4
WEST VIRGINIA	45	51	59	3	0	0	0	0
WISCONSIN	233	40	53	0	0	0	0	2
WYOMING	53	22	1	0	0	3	0	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	9	1	1	0	0	0	0	0
NORTHERN MARIANAS	4	3	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	3	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	9,638	5,730	9,647	1,342	435	36	86	545
50 STATES, D.C. & P.R.	9,619	5,723	9,644	1,342	435	36	86	545

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DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBJOOP1A)
21OCT93

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393

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	56.03	12.45	29.18	1.56	0.00	0.00	0.00	0.78
ALASKA	55.56	22.22	22.22	0.00	0.00	0.00	0.00	0.00
ARIZONA	31.34	31.59	34.33	0.75	1.49	0.00	0.00	0.50
ARKANSAS	32.32	27.27	25.25	0.00	8.08	0.00	6.06	1.01
CALIFORNIA	21.41	9.88	64.14	4.16	0.41	0.00	0.00	0.00
COLORADO	52.52	36.24	10.08	0.78	0.00	0.00	0.00	0.39
CONNECTICUT	76.05	5.99	10.18	1.80	4.79	0.00	0.00	1.20
DELAWARE	19.44	7.64	28.47	34.72	0.00	0.00	0.00	9.72
DISTRICT OF COLUMBIA	2.38	4.76	35.71	57.14	0.00	0.00	0.00	0.00
FLORIDA	26.07	11.43	56.82	5.00	0.00	0.05	0.00	0.63
GEORGIA	25.33	26.63	40.99	1.31	0.52	4.18	0.00	1.04
HAWAII	47.73	13.64	32.95	0.00	0.00	0.00	1.14	4.55
IDAHO	64.49	15.89	19.63	0.00	0.00	0.00	0.00	0.00
ILLINOIS	18.08	13.98	44.52	18.59	1.87	0.58	0.00	2.38
INDIANA	32.81	18.97	48.21	0.00	0.00	0.00	0.00	0.00
IOWA	48.04	30.59	14.71	0.78	0.00	0.00	0.39	5.49
KANSAS	64.78	15.65	9.13	2.61	6.96	0.00	0.00	[illegible]
KENTUCKY	51.82	28.74	18.22	0.00	0.00	0.00	0.00	1.21
LOUISIANA	30.65	16.72	46.44	2.94	0.00	0.46	0.00	2.79
MAINE	74.77	23.42	1.80	0.00	0.00	0.00	0.00	0.00
MARYLAND	70.22	7.92	15.57	3.55	2.46	0.00	0.00	0.27
MASSACHUSETTS	66.89	6.08	21.40	0.00	3.83	0.00	0.23	1.58
MICHIGAN	48.52	16.41	32.33	1.90	.	0.00	0.00	0.84
MINNESOTA	22.22	73.08	3.70	0.28	0.00	0.28	0.00	0.43
MISSISSIPPI	11.62	17.22	56.02	5.60	0.00	0.21	0.00	9.34
MISSOURI	35.66	9.84	22.13	31.97	0.00	0.00	0.00	0.41
MONTANA	76.19	9.52	14.29	0.00	0.00	0.00	0.00	0.00
NEBRASKA	73.25	10.70	8.64	0.82	0.00	0.00	0.00	6.58
NEVADA	31.25	58.75	8.13	1.87	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	53.92	20.59	15.69	8.82	0.00	0.00	0.00	0.98
NEW JERSEY	8.36	21.74	9.70	31.77	27.76	0.00	0.00	0.67
NEW MEXICO	43.33	21.00	34.00	0.00	0.00	0.00	0.00	1.67
NEW YORK	51.54	15.37	23.28	3.44	5.86	0.00	0.00	0.51
NORTH CAROLINA	66.91	10.35	17.56	4.07	0.00	0.00	0.00	1.11
NORTH DAKOTA	61.54	7.69	23.08	3.08	0.00	.	3.08	1.54
OHIO	31.74	19.50	29.71	6.07	0.64	0.00	.	12.33
OKLAHOMA	56.38	12.23	29.26	1.60	0.00	0.00	0.00	0.53
OREGON	55.79	15.74	25.23	1.16	0.23	0.00	0.00	1.85
PENNSYLVANIA	16.38	4.29	49.60	14.15	13.83	0.00	1.27	0.48
PUERTO RICO	28.72	34.57	7.98	0.00	23.94	0.00	0.00	4.79
RHODE ISLAND	40.23	32.18	19.54	0.00	6.90	0.00	0.00	1.15
SOUTH CAROLINA	24.75	34.75	35.00	4.75	0.00	0.00	0.00	0.75
SOUTH DAKOTA	29.00	42.00	7.00	1.00	2.00	1.00	16.00	2.00
TENNESSEE	33.21	18.15	38.48	6.35	0.36	0.00	0.00	3.45
TEXAS	12.58	50.39	28.51	1.77	0.04	0.04	2.11	4.57
UTAH	24.43	25.19	45.80	0.00	0.00	0.00	0.00	4.58
VERMONT	93.44	1.64	0.00	0.00	1.64	0.00	1.64	1.64
VIRGINIA	42.30	23.78	28.46	3.51	1.36	0.00	0.00	0.58
WASHINGTON	57.75	22.19	18.24	0.46	0.76	0.00	0.00	0.61
WEST VIRGINIA	28.48	32.28	37.34	1.90	0.00	0.00	0.00	0.00
WISCONSIN	71.04	12.20	16.16	0.00	0.00	0.00	0.00	0.61
WYOMING	66.25	27.50	1.25	0.00	0.00	3.75	0.00	1.25
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	81.82	9.09	9.09	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	57.14	42.86	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	62.50	37.50	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	35.10	20.87	35.13	4.89	1.58	0.13	0.31	1.98
50 STATES, D.C. & P.R.	35.07	20.86	35.16	4.89	1.59	0.13	0.31	1.99

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21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	374	60	82	14	0	0	1	19
ALASKA	28	71	16	0	0	0	0	0
ARIZONA	11	24	5	0	0	0	0	4
ARKANSAS	43	68	54	1	9	0	1	2
CALIFORNIA	3,875	835	1,426	92	83	1	0	0
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	121	25	37	1	3	0	0	4
DELAWARE	35	1	3	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	3	41	0	0	0	0
FLORIDA	47	13	1	1	0	0	0	8
GEORGIA	124	133	112	1	1	7	0	11
HAWAII	23	44	41	0	0	0	0	3
IDAHO	87	49	16	0	0	0	0	5
ILLINOIS	89	98	133	75	79	3	1	99
INDIANA	1	2	66	4	0	0	0	0
IOWA	0	0	0	0	0	1	0	0
KANSAS	180	71	82	6	0	1	0	1
KENTUCKY	101	108	23	0	0	0	0	11
LOUISIANA	167	229	622	31	0	8	2	22
MAINE	72	42	20	1	1	0	1	5
MARYLAND	309	77	206	54	19	0	2	15
MASSACHUSETTS	166	50	70	3	12	0	2	120
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	105	334	13	4	0	2	0	5
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	136	68	16	26	2	0	0	28
MONTANA	37	20	12	0	0	0	0	1
NEBRASKA	163	35	83	5	0	3	0	23
NEVADA	10	7	3	0	0	0	0	21
NEW HAMPSHIRE	141	67	57	14	4	0	1	0
NEW JERSEY	23	47	22	27	2	0	0	52
NEW MEXICO	51	15	32	0	0	0	0	2
NEW YORK	487	413	475	66	9	0	0	24
NORTH CAROLINA	550	212	137	5	0	0	0	26
NORTH DAKOTA	26	8	10	4	0	1	1	2
OHIO	110	5	10	3	3	0	.	136
OKLAHOMA	45	23	36	12	1	0	0	0
OREGON	201	77	101	3	5	0	0	8
PENNSYLVANIA	30	1	1	1	0	0	0	0
PUERTO RICO	46	166	46	1	9	0	1	52
RHODE ISLAND	40	20	29	0	2	0	2	15
SOUTH CAROLINA	11	43	7	2	0	0	0	0
SOUTH DAKOTA	14	21	0	3	0	0	1	0
TENNESSEE	275	136	113	6	1	0	0	183
TEXAS	397	2,430	1,185	65	1	0	8	410
UTAH	66	57	68	1	0	0	0	4
VERMONT	89	0	1	0	1	0	1	2
VIRGINIA	153	68	83	2	0	0	1	5
WASHINGTON	1,457	1,228	866	13	16	1	2	5
WEST VIRGINIA	1	3	1	0	0	0	0	0
WISCONSIN	108	10	8	3	0	0	0	21
WYOMING	68	42	1	0	0	1	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	10	6	0	1	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	21	12	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,726	7,574	6,436	592	263	29	28	1,358
50 STATES, D.C. & P.R.	10,693	7,556	6,434	591	263	29	28	1,358

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	68.00	10.91	14.91	2.55	0.00	0.00	0.18	3.45
ALASKA	24.35	61.74	13.91	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.00	54.55	11.36	0.00	0.00	0.00	0.00	9.09
ARKANSAS	24.16	38.20	30.34	0.56	5.06	0.00	0.56	1.12
CALIFORNIA	61.39	13.23	22.59	1.46	1.31	0.02	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	63.35	13.09	19.37	0.52	1.57	0.00	0.00	2.09
DELAWARE	89.74	2.56	7.69	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	6.82	93.18	0.00	0.00	0.00	0.00
FLORIDA	67.14	18.57	1.43	1.43	0.00	0.00	0.00	11.43
GEORGIA	31.88	34.19	28.79	0.26	0.26	1.80	0.00	2.83
HAWAII	20.72	39.64	36.94	0.00	0.00	0.00	0.00	2.70
IDAHO	55.41	31.21	10.19	0.00	0.00	0.00	0.00	3.18
ILLINOIS	15.42	16.98	23.05	13.00	13.69	0.52	0.17	17.16
INDIANA	1.37	2.74	90.41	5.48	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	52.79	20.82	24.05	1.76	0.00	0.29	0.00	0.29
KENTUCKY	41.56	44.44	9.47	0.00	0.00	0.00	0.00	4.53
LOUISIANA	15.45	21.18	57.54	2.87	0.00	0.74	0.19	2.04
MAINE	50.70	29.58	14.08	0.70	0.70	0.00	0.70	3.52
MARYLAND	45.31	11.29	30.21	7.92	2.79	0.00	0.29	2.20
MASSACHUSETTS	39.24	11.82	16.55	0.71	2.84	0.00	0.47	28.37
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	22.68	72.14	2.81	0.86	0.00	0.43	0.00	1.08
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	49.28	24.64	5.80	9.42	0.72	0.00	0.00	10.14
MONTANA	52.86	28.57	17.14	0.00	0.00	0.00	0.00	1.43
NEBRASKA	52.24	11.22	26.60	1.60	0.00	0.96	0.00	7.37
NEVADA	24.39	17.07	7.32	0.00	0.00	0.00	0.00	51.22
NEW HAMPSHIRE	49.65	23.59	20.07	4.93	1.41	0.00	0.35	0.00
NEW JERSEY	13.29	27.17	12.72	15.61	1.16	0.00	0.00	30.06
NEW MEXICO	51.00	15.00	32.00	0.00	0.00	0.00	0.00	2.00
NEW YORK	33.04	28.02	32.23	4.48	0.61	0.00	0.00	1.63
NORTH CAROLINA	59.14	22.80	14.73	0.54	0.00	0.00	0.00	2.80
NORTH DAKOTA	50.00	15.38	19.23	7.69	0.00	1.92	1.92	3.85
OHIO	41.20	1.87	3.75	1.12	1.12	0.00	.	50.94
OKLAHOMA	37.82	19.33	30.25	10.08	0.84	0.00	0.00	1.68
OREGON	50.89	19.49	25.57	0.76	1.27	0.00	0.00	2.03
PENNSYLVANIA	90.91	3.03	3.03	3.03	0.00	0.00	0.00	0.00
PUERTO RICO	14.33	51.71	14.33	0.31	2.80	0.00	0.31	16.20
RHODE ISLAND	37.04	18.52	26.85	0.00	1.85	0.00	1.85	13.89
SOUTH CAROLINA	17.46	68.25	11.11	3.17	0.00	0.00	0.00	0.00
SOUTH DAKOTA	35.90	53.85	0.00	7.69	0.00	0.00	2.56	0.00
TENNESSEE	38.52	19.05	15.83	0.84	0.14	0.00	0.00	25.63
TEXAS	8.83	54.05	26.36	1.45	0.02	0.00	0.18	9.12
UTAH	33.67	29.08	34.69	0.51	0.00	0.00	0.00	2.04
VERMONT	94.68	0.00	1.06	0.00	1.06	0.00	1.06	2.13
VIRGINIA	49.04	21.79	26.60	0.64	0.00	0.00	0.32	1.60
WASHINGTON	40.61	34.23	24.14	0.36	0.45	0.03	0.06	0.14
WEST VIRGINIA	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	72.00	6.67	5.33	2.00	0.00	0.00	0.00	14.00
WYOMING	59.65	36.84	0.88	0.00	0.00	0.88	0.00	1.75
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	58.82	35.29	0.00	5.88	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	61.76	35.29	2.94	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	39.71	28.05	23.83	2.19	0.97	0.11	0.10	5.03
50 STATES, D.C. & P.R.	39.67	28.04	23.87	2.19	0.98	0.11	0.10	5.04

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	117	25	15	15	0	23	0	1
ALASKA	13	6	0	0	0	0	0	0
ARIZONA	48	82	33	13	6	10	0	1
ARKANSAS	16	15	7	0	0	30	0	0
CALIFORNIA	338	164	914	59	6	24	0	0
COLORADO	81	36	7	0	0	7	0	0
CONNECTICUT	68	57	80	18	10	1	2	4
DELAWARE	75	16	2	1	0	0	0	0
DISTRICT OF COLUMBIA	1	0	15	0	0	0	1	0
FLORIDA	224	68	107	10	0	24	0	0
GEORGIA	96	57	22	2	0	44	0	0
HAWAII	16	3	5	0	0	0	0	1
IDAHO	16	7	6	0	0	0	0	0
ILLINOIS	157	152	151	6	4	24	0	0
INDIANA	60	71	25	35	0	38	0	0
IOWA	38	25	7	2	0	19	0	1
KANSAS	67	13	4	7	0	5	0	0
KENTUCKY	231	31	3	1	0	36	0	1
LOUISIANA	67	40	80	0	0	10	0	0
MAINE	32	14	2	0	0	0	0	0
MARYLAND	122	23	24	10	2	42	0	1
MASSACHUSETTS	184	44	52	0	7	0	2	1
MICHIGAN	222	51	85	2	.	0	0	0
MINNESOTA	67	93	2	2	0	18	0	0
MISSISSIPPI	6	22	29	3	0	22	0	1
MISSOURI	118	22	34	16	0	7	0	0
MONTANA	40	5	10	0	0	2	0	0
NEBRASKA	67	18	6	0	0	3	0	0
NEVADA	10	4	33	0	0	0	0	0
NEW HAMPSHIRE	10	3	2	40	0	0	1	0
NEW JERSEY	132	20	17	0	20	0	0	0
NEW MEXICO	28	16	25	0	0	6	0	0
NEW YORK	277	191	157	11	50	13	0	1
NORTH CAROLINA	180	61	23	4	0	20	0	0
NORTH DAKOTA	30	1	4	0	0	4	.	.
OHIO	181	102	142	14	2	26	.	1
OKLAHOMA	79	16	23	9	1	39	0	0
OREGON	99	15	30	2	1	12	19	10
PENNSYLVANIA	392	49	132	2	54	0	55	1
PUERTO RICO	17	127	35	2	4	31	0	6
RHODE ISLAND	19	9	6	0	2	0	1	0
SOUTH CAROLINA	76	51	51	11	0	8	0	0
SOUTH DAKOTA	24	9	1	3	0	3	0	0
TENNESSEE	271	60	34	32	1	24	0	0
TEXAS	233	466	166	14	0	7	1	3
UTAH	48	18	14	0	0	41	0	0
VERMONT	15	2	0	0	0	0	0	0
VIRGINIA	204	25	14	0	1	22	0	4
WASHINGTON	95	48	26	3	5	10	0	0
WEST VIRGINIA	14	45	1	5	0	11	0	0
WISCONSIN	72	14	4	1	0	30	0	0
WYOMING	15	14	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	7	0	1	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	7	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,119	2,528	2,675	355	176	696	82	38
50 STATES, D.C. & P.R.	5,108	2,526	2,667	355	176	696	82	38

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	59.69	12.76	7.65	7.65	0.00	11.73	0.00	0.51
ALASKA	68.42	31.58	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	24.87	42.49	17.10	6.74	3.11	5.18	0.00	0.52
ARKANSAS	23.53	22.06	10.29	0.00	0.00	44.12	0.00	0.00
CALIFORNIA	22.46	10.90	60.73	3.92	0.40	1.59	0.00	0.00
COLORADO	61.83	27.48	5.34	0.00	0.00	5.34	0.00	0.00
CONNECTICUT	28.33	23.75	33.33	7.50	4.17	0.42	0.83	1.67
DELAWARE	79.79	17.02	2.13	1.06	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	5.88	0.00	88.24	0.00	0.00	0.00	5.88	0.00
FLORIDA	51.73	15.70	24.71	2.31	0.00	5.54	0.00	0.00
GEORGIA	43.44	25.79	9.95	0.90	0.00	19.91	0.00	0.00
HAWAII	64.00	12.00	20.00	0.00	0.00	0.00	0.00	4.00
IDAHO	55.17	24.14	20.69	0.00	0.00	0.00	0.00	0.00
ILLINOIS	31.78	30.77	30.57	1.21	0.81	4.86	0.00	0.00
INDIANA	26.20	31.00	10.92	15.28	0.00	16.59	0.00	0.00
IOWA	41.30	27.17	7.61	2.17	0.00	20.65	0.00	1.09
KANSAS	69.79	13.54	4.17	7.29	0.00	5.21	0.00	0.00
KENTUCKY	76.24	10.23	0.99	0.33	0.00	11.88	0.00	0.33
LOUISIANA	34.01	20.30	40.61	0.00	0.00	5.08	0.00	0.00
MAINE	66.67	29.17	4.17	0.00	0.00	0.00	0.00	0.00
MARYLAND	54.46	10.27	10.71	4.46	0.89	18.75	0.00	0.45
MASSACHUSETTS	63.45	15.17	17.93	0.00	2.41	0.00	0.69	0.34
MICHIGAN	61.67	14.17	23.61	0.56	.	0.00	0.00	0.00
MINNESOTA	36.81	51.10	1.10	1.10	0.00	9.89	0.00	0.00
MISSISSIPPI	7.23	26.51	34.94	3.61	0.00	26.51	0.00	1.20
MISSOURI	59.90	11.17	17.26	8.12	0.00	3.55	0.00	0.00
MONTANA	70.18	8.77	17.54	0.00	0.00	3.51	0.00	0.00
NEBRASKA	71.28	19.15	6.38	0.00	0.00	3.19	0.00	0.00
NEVADA	21.28	8.51	70.21	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	17.86	5.36	3.57	71.43	0.00	0.00	1.79	0.00
NEW JERSEY	69.84	10.58	8.99	0.00	10.58	0.00	0.00	0.00
NEW MEXICO	37.33	21.33	33.33	0.00	0.00	8.00	0.00	0.00
NEW YORK	39.57	27.29	22.43	1.57	7.14	1.86	0.00	0.14
NORTH CAROLINA	62.50	21.18	7.99	1.39	0.00	6.94	0.00	0.00
NORTH DAKOTA	76.92	2.56	10.26	0.00	0.00	10.26	.	.
OHIO	38.68	21.79	30.34	2.99	0.43	5.56	.	0.21
OKLAHOMA	47.31	9.58	13.77	5.39	0.60	23.35	0.00	0.00
OREGON	52.66	7.98	15.96	1.06	0.53	6.38	10.11	5.32
PENNSYLVANIA	57.23	7.15	19.27	0.29	7.88	0.00	8.03	0.15
PUERTO RICO	7.66	57.21	15.77	0.90	1.80	13.96	0.00	2.70
RHODE ISLAND	51.35	24.32	16.22	0.00	5.41	0.00	2.70	0.00
SOUTH CAROLINA	38.58	25.89	25.89	5.58	0.00	4.06	0.00	0.00
SOUTH DAKOTA	60.00	22.50	2.50	7.50	0.00	7.50	0.00	0.00
TENNESSEE	64.22	14.22	8.06	7.58	0.24	5.69	0.00	0.00
TEXAS	26.18	52.36	18.65	1.57	0.00	0.79	0.11	0.34
UTAH	39.67	14.88	11.57	0.00	0.00	33.88	0.00	0.00
VERMONT	88.24	11.76	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	75.56	9.26	5.19	0.00	0.37	8.15	0.00	1.48
WASHINGTON	50.80	25.67	13.90	1.60	2.67	5.35	0.00	0.00
WEST VIRGINIA	18.42	59.21	1.32	6.58	0.00	14.47	0.00	0.00
WISCONSIN	59.50	11.57	3.31	0.83	0.00	24.79	0.00	0.00
WYOMING	51.72	48.28	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	87.50	0.00	12.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	43.87	21.66	22.92	3.04	1.51	5.96	0.70	0.33
50 STATES, D.C. & P.R.	43.85	21.69	22.90	3.05	1.51	5.98	0.70	0.33

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TABLE AB4

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AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	2	0	0	0	0	0
ARIZONA	0	1	49	6	29	0	0	1
ARKANSAS	2	4	11	0	2	0	0	1
CALIFORNIA	.	.	.	.	.	1	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	13	8	20	10	10	0	1	1
DELAWARE	4	0	2	54	0	0	0	0
DISTRICT OF COLUMBIA	0	0	26	0	18	0	0	0
FLORIDA	17	6	203	100	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	3	28	0	0	0	0	0
IDAHO	2	5	9	0	1	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	108	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	1	1	1	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	5	4	7	1	0	0	0	1
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	13	3	138	7	35	0	10	1
MICHIGAN	68	45	257	116	.	0	0	0
MINNESOTA	4	80	45	2	0	1	0	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	26	4	124	90	14	0	0	2
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	18	22	75	1	2	0
NEW MEXICO	0	0	11	0	0	0	0	1
NEW YORK	11	16	138	613	133	0	23	5
NORTH CAROLINA	28	20	331	49	1	0	0	3
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	82	32	108	5	1	0	0	2
PENNSYLVANIA	30	4	193	99	0	0	0	0
PUERTO RICO	2	13	106	3	2	0	0	4
RHODE ISLAND	0	1	0	0	0	0	0	1
SOUTH CAROLINA	0	3	53	3	0	0	0	0
SOUTH DAKOTA	4	7	6	0	1	0	3	0
TENNESSEE	10	12	114	5	1	4	0	5
TEXAS	10	133	504	31	1	0	2	3
UTAH	1	1	38	11	0	1	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	3	9	238	54	9	3	7	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	2	6	38	0	0	0	0	1
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	339	422	2,926	1,281	333	11	48	33
50 STATES, D.C. & P.R.	339	421	2,926	1,281	333	11	48	33

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

AUTISM

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	1.16	56.98	6.98	33.72	0.00	0.00	1.16
ARKANSAS	10.00	20.00	55.00	0.00	10.00	0.00	0.00	5.00
CALIFORNIA	.	.	.	.	.	100.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	20.63	12.70	31.75	15.87	15.87	0.00	1.59	1.59
DELAWARE	6.67	0.00	3.33	90.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	59.09	0.00	40.91	0.00	0.00	0.00
FLORIDA	5.21	1.84	62.27	30.67	0.00	0.00	0.00	0.00
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3.13	9.38	87.50	0.00	0.00	0.00	0.00	0.00
IDAHO	11.76	29.41	52.94	0.00	5.88	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	27.78	22.22	38.89	5.56	0.00	0.00	0.00	5.56
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	6.28	1.45	66.67	3.38	16.91	0.00	4.83	0.48
MICHIGAN	13.99	9.26	52.88	23.87	.	0.00	0.00	0.00
MINNESOTA	3.01	60.15	33.83	1.50	0.00	0.75	0.00	0.75
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	10.00	1.54	47.69	34.62	5.38	0.00	0.00	0.77
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	15.25	18.64	63.56	0.85	1.69	0.00
NEW MEXICO	0.00	0.00	91.67	0.00	0.00	0.00	0.00	8.33
NEW YORK	1.17	1.70	14.70	65.28	14.16	0.00	2.45	0.53
NORTH CAROLINA	6.48	4.63	76.62	11.34	0.23	0.00	0.00	0.69
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	35.65	13.91	46.96	2.17	0.43	0.00	0.00	0.87
PENNSYLVANIA	9.20	1.23	59.20	30.37	0.00	0.00	0.00	0.00
PUERTO RICO	1.54	10.00	81.54	2.31	1.54	0.00	0.00	3.08
RHODE ISLAND	0.00	50.00	0.00	0.00	0.00	0.00	0.00	50.00
SOUTH CAROLINA	0.00	5.08	89.83	5.08	0.00	0.00	0.00	0.00
SOUTH DAKOTA	19.05	33.33	28.57	0.00	4.76	0.00	14.29	0.00
TENNESSEE	6.62	7.95	75.50	3.31	0.66	2.65	0.00	3.31
TEXAS	1.46	19.44	73.68	4.53	0.15	0.00	0.29	0.44
UTAH	1.92	1.92	73.08	21.15	0.00	1.92	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.93	2.79	73.68	16.72	2.79	0.93	2.17	0.00
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	4.26	12.77	80.85	0.00	0.00	0.00	0.00	2.13
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6.29	7.82	54.26	23.75	6.17	0.20	0.89	0.61
50 STATES, D.C. & P.R.	6.29	7.81	54.27	23.76	6.18	0.20	0.89	0.61

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	3	0	0	0	0	0
ALASKA	0	1	3	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	4	1	34	2	1	3	0	0
COLORADO	3	0	14	11	0	3	0	0
CONNECTICUT	4	1	2	1	1	0	0	0
DELAWARE	0	1	2	8	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	7	0	0	0	0
FLORIDA	1	1	5	4	0	0	0	0
GEORGIA	1	1	0	0	0	8	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	5	0	2	0	0	0	0	0
ILLINOIS	1	2	6	2	0	5	3	0
INDIANA	0	0	28	1	0	0	0	0
IOWA	0	0	12	0	0	5	0	0
KANSAS	0	1	4	0	0	0	0	0
KENTUCKY	0	1	15	0	0	1	0	0
LOUISIANA	0	0	2	1	0	4	0	0
MAINE	1	0	1	0	0	0	1	0
MARYLAND	5	0	0	4	0	12	0	1
MASSACHUSETTS	0	0	7	0	4	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	7	2	2	0	2	0	0
MISSISSIPPI	0	0	2	1	0	1	0	0
MISSOURI	6	10	34	8	2	10	4	0
MONTANA	0	0	5	0	0	0	0	0
NEBRASKA	2	0	1	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	0	0
NEW JERSEY	3	0	2	3	13	16	0	0
NEW MEXICO	0	0	0	0	0	0	0	4
NEW YORK	4	1	4	7	1	0	0	0
NORTH CAROLINA	0	0	1	2	0	3	0	0
NORTH DAKOTA	.	.	.	.	0	1	.	.
OHIO	1	0	0	2	2	0	.	0
OKLAHOMA	1	3	13	4	0	1	1	1
OREGON	0	0	2	1	0	2	0	0
PENNSYLVANIA	0	2	0	0	0	0	0	0
PUERTO RICO	0	0	1	4	0	0	1	0
RHODE ISLAND	0	0	0	2	0	0	0	0
SOUTH CAROLINA	0	0	3	1	0	0	0	0
SOUTH DAKOTA	0	0	0	1	0	3	1	0
TENNESSEE	1	0	7	2	1	1	0	0
TEXAS	1	1	10	1	1	0	2	1
UTAH	1	0	6	14	0	5	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	1	0	0
WASHINGTON	2	11	17	0	0	1	0	0
WEST VIRGINIA	0	0	0	1	0	5	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	13	0	0
U.S. AND OUTLYING AREAS	47	46	259	98	26	107	14	7
50 STATES, D.C. & P.R.	47	45	251	98	26	94	14	7

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
CALIFORNIA	8.89	2.22	75.56	4.44	2.22	6.67	0.00	0.00
COLORADO	9.68	0.00	45.16	35.48	0.00	9.68	0.00	0.00
CONNECTICUT	44.44	11.11	22.22	11.11	11.11	0.00	0.00	0.00
DELAWARE	0.00	9.09	18.18	72.73	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	9.09	9.09	45.45	36.36	0.00	0.00	0.00	0.00
GEORGIA	10.00	10.00	0.00	0.00	0.00	80.00	0.00	0.00
HAWAII	.	.	.	.	.	.	.	.
IDAHO	71.43	0.00	28.57	0.00	0.00	0.00	0.00	0.00
ILLINOIS	5.26	10.53	31.58	10.53	0.00	26.32	15.79	0.00
INDIANA	0.00	0.00	96.55	3.45	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	70.59	0.00	0.00	29.41	0.00	0.00
KANSAS	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	5.88	88.24	0.00	0.00	5.88	0.00	0.00
LOUISIANA	0.00	0.00	28.57	14.29	0.00	57.14	0.00	0.00
MAINE	33.33	0.00	33.33	0.00	0.00	0.00	33.33	0.00
MARYLAND	22.73	0.00	0.00	18.18	0.00	54.55	0.00	4.55
MASSACHUSETTS	0.00	0.00	58.33	0.00	33.33	0.00	8.33	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	53.85	15.38	15.38	0.00	15.38	0.00	0.00
MISSISSIPPI	0.00	0.00	50.00	25.00	0.00	25.00	0.00	0.00
MISSOURI	8.11	13.51	45.95	10.81	2.70	13.51	5.41	0.00
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	8.11	0.00	5.41	8.11	35.14	43.24	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW YORK	23.53	5.88	23.53	41.18	5.88	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	16.67	33.33	0.00	50.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	0.00	100.00	.	.
OHIO	20.00	0.00	0.00	40.00	40.00	0.00	.	0.00
OKLAHOMA	4.17	12.50	54.17	16.67	0.00	4.17	4.17	4.17
OREGON	0.00	0.00	40.00	20.00	0.00	40.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	16.67	66.67	0.00	0.00	16.67	0.00
RHODE ISLAND	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	75.00	25.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	20.00	0.00	60.00	20.00	0.00
TENNESSEE	8.33	0.00	58.33	16.67	8.33	8.33	0.00	0.00
TEXAS	5.88	5.88	58.82	5.88	5.88	0.00	11.76	5.88
UTAH	3.85	0.00	23.08	53.85	0.00	19.23	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WASHINGTON	6.45	35.48	54.84	0.00	0.00	3.23	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	16.67	0.00	83.33	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	7.14	0.00	0.00	0.00	92.86	0.00	0.00
U.S. AND OUTLYING AREAS	7.78	7.62	42.88	16.23	4.30	17.72	2.32	1.16
50 STATES, D.C. & P.R.	8.08	7.73	43.13	16.84	4.47	16.15	2.41	1.20

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	2	0	0	0	0	0	1
ARKANSAS	2	1	1	0	0	0	0	1
CALIFORNIA	.	0	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1	1	2	0	1	0	1	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	1	0	0	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0	0	0
IDAHO	0	1	3	0	0	0	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	8	1	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	23	12	49	3	13	0	2	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	2	4	0	0	0	0	0	2
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	1	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	12	28	207	9	335	1	4	1
PUERTO RICO	0	0	1	0	1	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	1	0	1	0	0	0	0	0
SOUTH DAKOTA	2	4	0	0	0	0	1	0
TENNESSEE	3	4	10	1	0	0	0	2
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	1	1	1	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	8
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	57	60	275	13	351	1	8	19
50 STATES, D.C. & P.R.	56	59	275	13	351	1	8	19

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DATA AS OF OCTOBER 1, 1993.

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21OCT93

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	0.00	66.67	0.00	0.00	0.00	0.00	0.00	33.33
ARKANSAS	40.00	20.00	20.00	0.00	0.00	0.00	0.00	20.00
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	16.67	16.67	33.33	0.00	16.67	0.00	16.67	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	0.00	20.00	60.00	0.00	0.00	0.00	0.00	20.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	88.89	11.11	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	21.90	11.43	46.67	2.86	12.38	0.00	1.90	2.86
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	25.00	50.00	0.00	0.00	0.00	0.00	0.00	25.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.01	4.69	34.67	1.51	56.11	0.17	0.67	0.17
PUERTO RICO	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	28.57	57.14	0.00	0.00	0.00	0.00	14.29	0.00
TENNESSEE	15.00	20.00	50.00	5.00	0.00	0.00	0.00	10.00
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	7.27	7.65	35.08	1.66	44.77	0.13	1.02	2.42
50 STATES, D.C. & P.R.	7.16	7.54	35.17	1.66	44.88	0.13	1.02	2.43

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	13,112	12,363	12,671	486	28	313	126	189
ALASKA	1,795	2,224	1,082	52	0	17	0	7
ARIZONA	1,709	13,379	6,158	688	173	168	476	85
ARKANSAS	6,123	10,897	3,195	87	219	227	136	116
CALIFORNIA	17,965	94,588	58,175	3,771	5,011	1,082	0	16
COLORADO	4,439	14,728	3,851	207	21	246	217	217
CONNECTICUT	12,344	6,901	5,145	888	1,057	206	619	262
DELAWARE	1,467	2,217	1,081	247	0	15	10	59
DISTRICT OF COLUMBIA	297	1,067	965	274	202	1	181	9
FLORIDA	28,412	23,712	32,187	3,817	161	425	236	150
GEORGIA	13,589	13,787	11,039	365	3	709	54	30
HAWAII	1,839	2,363	1,562	19	0	0	7	57
IDAHO	3,571	2,436	956	106	7	27	1	18
ILLINOIS	7,055	40,837	34,227	4,035	2,891	1,044	459	519
INDIANA	5,584	22,837	14,022	628	4	379	77	73
IOWA	954	19,445	3,555	517	0	329	210	57
KANSAS	6,379	6,188	2,855	439	47	490	100	62
KENTUCKY	4,568	15,874	5,226	561	5	537	47	177
LOUISIANA	6,936	7,029	15,400	690	3	689	57	228
MAINE	4,605	4,435	1,566	126	119	16	105	71
MARYLAND	13,856	6,741	10,679	1,793	719	361	467	133
MASSACHUSETTS	35,692	11,901	9,294	1,781	2,290	0	324	738
MICHIGAN	22,000	22,914	17,960	2,939	.	840	251	60
MINNESOTA	4,498	24,057	1,373	1,084	1	959	23	68
MISSISSIPPI	4,224	10,902	6,139	100	3	176	11	113
MISSOURI	13,618	23,796	10,911	2,634	519	254	78	215
MONTANA	2,769	1,998	771	16	0	45	36	10
NEBRASKA	6,227	3,734	1,757	124	56	113	13	60
NEVADA	1,359	4,445	1,103	193	1	19	6	76
NEW HAMPSHIRE	4,790	1,989	1,557	149	208	60	205	17
NEW JERSEY	8,053	23,386	27,771	4,069	4,569	320	75	459
NEW MEXICO	11,630	1,199	2,736	0	5	187	10	112
NEW YORK	4,410	59,505	62,203	9,187	5,858	1,368	571	1,005
NORTH CAROLINA	17,776	16,336	9,940	1,013	84	485	127	197
NORTH DAKOTA	3,304	689	508	13	2	44	31	9
OHIO	17,795	39,513	13,748	2,428	1,227	459	.	1,773
OKLAHOMA	9,183	10,963	4,972	208	42	268	69	132
OREGON	11,646	6,686	2,062	111	344	142	101	172
PENNSYLVANIA	20,202	32,839	24,911	2,660	1,760	815	371	237
PUERTO RICO	404	8,268	5,678	904	363	96	31	557
RHODE ISLAND	3,876	1,765	2,174	132	235	0	189	96
SOUTH CAROLINA	3,536	13,995	8,640	540	10	253	8	106
SOUTH DAKOTA	1,211	2,905	337	56	30	93	92	6
TENNESSEE	14,667	16,330	9,874	498	303	364	11	818
TEXAS	17,723	88,706	28,809	2,279	46	239	591	3,759
UTAH	5,623	6,807	4,528	455	0	190	0	83
VERMONT	3,622	200	275	63	47	7	100	17
VIRGINIA	13,071	17,192	12,487	442	347	638	305	119
WASHINGTON	12,382	12,022	5,383	201	186	292	13	115
WEST VIRGINIA	1,381	11,375	4,798	163	5	160	18	39
WISCONSIN	8,765	17,601	7,612	587	7	418	2	88
WYOMING	2,283	1,566	28	28	3	143	16	10
AMERICAN SAMOA	93	14	17	0	0	0	0	0
GUAM	196	171	308	7	6	3	0	0
NORTHERN MARIANAS	80	72	2	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	43	49	519	35	0	0	17	3
BUR. OF INDIAN AFFAIRS	954	1,376	225	0	30	43	35	10
U.S. AND OUTLYING AREAS	445,685	821,315	517,007	54,895	29,259	16,774	7,315	13,814
50 STATES, D.C. & P.R.	444,319	819,633	515,936	54,853	29,221	16,728	7,263	13,801

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBJOXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,243	40	17	1	0	0	1	3
ALASKA	192	46	28	0	0	0	0	0
ARIZONA	36	661	14	0	0	0	0	0
ARKANSAS	369	84	41	2	0	0	0	0
CALIFORNIA	10,234	1,200	1,893	123	18	0	0	0
COLORADO	633	569	69	1	0	0	0	2
CONNECTICUT	871	224	127	8	9	0	3	0
DELAWARE	69	10	0	0	0	0	0	0
DISTRICT OF COLUMBIA	23	0	26	0	0	0	0	0
FLORIDA	7,159	234	298	6	10	1	0	5
GEORGIA	1,385	279	11	1	0	0	0	0
HAWAII	187	15	8	0	0	0	0	0
IDAHO	218	23	5	1	0	0	0	0
ILLINOIS	4,118	194	259	8	3	55	1	0
INDIANA	3,015	0	0	0	0	20	0	0
IOWA	600	44	1	0	0	0	0	0
KANSAS	651	7	6	1	0	0	0	1
KENTUCKY	1,019	185	4	0	0	1	0	1
LOUISIANA	1,835	76	318	0	0	5	0	5
MAINE	625	200	37	0	0	0	0	0
MARYLAND	2,046	547	1,114	45	2	0	4	9
MASSACHUSETTS	8,288	792	724	30	60	0	13	33
MICHIGAN	2,652	237	108	6	.	1	16	0
MINNESOTA	312	1,204	4	1	0	0	0	0
MISSISSIPPI	942	288	71	3	0	1	0	0
MISSOURI	4,096	304	176	98	0	0	0	2
MONTANA	190	19	9	1	0	1	0	0
NEBRASKA	792	42	23	0	1	2	1	0
NEVADA	233	3	36	2	0	0	0	0
NEW HAMPSHIRE	400	191	160	7	8	0	5	0
NEW JERSEY	3,452	139	528	21	137	1	0	1
NEW MEXICO	2,382	325	469	0	0	6	0	2
NEW YORK	1,579	1,110	1,704	85	15	3	0	12
NORTH CAROLINA	1,538	35	57	1	1	0	0	0
NORTH DAKOTA	421	16	4	0	0	.	0	0
OHIO	2,675	0	0	0	355	0	.	0
OKLAHOMA	893	31	3	0	2	2	1	0
OREGON	1,331	352	97	1	9	1	2	4
PENNSYLVANIA	4,433	126	51	2	50	5	0	0
PUERTO RICO	52	165	19	2	5	0	0	3
RHODE ISLAND	309	63	35	1	4	0	0	0
SOUTH CAROLINA	817	143	26	0	0	0	0	0
SOUTH DAKOTA	90	117	1	0	1	0	0	1
TENNESSEE	1,252	709	266	2	4	0	0	6
TEXAS	4,153	583	80	1	0	0	122	2
UTAH	394	222	110	0	0	0	0	0
VERMONT	388	17	16	1	1	0	1	2
VIRGINIA	1,384	495	33	0	15	8	0	1
WASHINGTON	1,485	108	15	1	1	0	0	0
WEST VIRGINIA	46	796	0	0	0	0	0	0
WISCONSIN	1,642	55	8	0	3	1	1	1
WYOMING	241	102	2	0	0	4	1	0
AMERICAN SAMOA	13	0	0	0	0	0	0	0
GUAM	8	1	3	1	0	0	0	0
NORTHERN MARIANAS	3	1	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	1	21	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	328	21	18	0	0	0	0	0
U.S. AND OUTLYING AREAS	85,744	13,451	9,153	465	714	118	172	96
50 STATES, D.C. & P.R.	85,390	13,427	9,111	463	714	118	172	96

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	46.61	44.06	9.07	0.06	0.01	0.00	0.03	0.17
ALASKA	36.60	46.31	17.07	0.03	0.00	0.00	0.00	0.00
ARIZONA	8.83	69.86	20.29	0.53	0.07	0.29	0.06	0.08
ARKANSAS	36.63	56.40	6.24	0.06	0.13	0.00	0.15	0.38
CALIFORNIA	2.03	67.79	27.69	1.79	0.69	0.00	0.00	0.00
COLORADO	17.67	75.55	6.20	0.04	0.01	0.34	0.08	0.11
CONNECTICUT	55.15	28.94	13.90	0.47	0.99	0.07	0.32	0.15
DELAWARE	29.33	50.48	18.71	1.28	0.00	0.03	0.00	0.17
DISTRICT OF COLUMBIA	11.72	49.61	28.25	5.18	5.13	0.00	0.10	0.00
FLORIDA	33.17	36.09	30.24	0.29	0.10	0.08	0.00	0.03
GEORGIA	47.02	41.91	10.98	0.07	0.01	0.00	0.01	0.01
HAWAII	34.38	49.27	16.14	0.00	0.00	0.00	0.00	0.21
IDAHO	57.71	36.77	4.72	0.52	0.06	0.18	0.00	0.04
ILLINOIS	3.66	63.64	31.83	0.45	0.25	0.11	0.03	0.03
INDIANA	7.06	77.45	15.25	0.00	0.02	0.18	0.00	0.03
IOWA	0.50	97.19	2.05	0.01	0.00	0.14	0.05	0.06
KANSAS	47.24	45.22	6.85	0.27	0.00	0.24	0.06	0.11
KENTUCKY	17.20	71.88	9.62	0.77	0.00	0.42	0.00	0.11
LOUISIANA	23.47	32.11	43.45	0.17	0.00	0.36	0.04	0.40
MAINE	46.08	47.66	5.83	0.21	0.10	0.00	0.05	0.07
MARYLAND	43.11	24.13	31.65	0.57	0.30	0.00	0.06	0.17
MASSACHUSETTS	65.86	22.92	9.39	0.80	0.83	0.00	0.09	0.11
MICHIGAN	35.67	42.18	21.62	0.15	.	0.31	0.06	0.01
MINNESOTA	17.51	81.13	0.66	0.26	0.00	0.41	0.00	0.04
MISSISSIPPI	19.34	57.73	22.69	0.00	0.00	0.00	0.00	0.24
MISSOURI	24.26	61.46	13.68	0.46	0.04	0.01	0.01	0.08
MONTANA	52.23	41.60	5.85	0.00	0.00	0.12	0.17	0.02
NEBRASKA	60.49	34.33	5.01	0.01	0.03	0.01	0.00	0.11
NEVADA	18.17	71.83	9.84	0.04	0.00	0.02	0.02	0.09
NEW HAMPSHIRE	58.58	24.01	15.48	0.08	0.78	0.15	0.83	0.08
NEW JERSEY	8.39	43.48	44.08	2.03	1.75	0.04	0.01	0.23
NEW MEXICO	85.66	7.30	6.59	0.00	0.00	0.35	0.00	0.10
NEW YORK	1.42	54.30	41.98	1.36	0.39	0.29	0.00	0.25
NORTH CAROLINA	48.76	41.06	9.99	0.03	0.00	0.08	0.00	0.09
NORTH DAKOTA	84.88	13.96	0.74	0.16	0.00	0.06	0.16	0.03
OHIO	33.71	57.22	6.64	0.16	1.93	0.24	.	0.11
OKLAHOMA	43.74	49.94	5.68	0.08	0.11	0.14	0.11	0.20
OREGON	59.35	36.45	2.99	0.12	0.79	0.06	0.06	0.20
PENNSYLVANIA	26.15	50.29	22.74	0.49	0.00	0.30	0.01	0.01
PUERTO RICO	2.39	76.01	16.52	3.24	1.22	0.32	0.15	0.17
RHODE ISLAND	51.08	23.03	23.22	1.16	0.52	0.00	0.72	0.27
SOUTH CAROLINA	11.99	66.06	21.52	0.06	0.05	0.09	0.01	0.24
SOUTH DAKOTA	29.70	68.51	1.38	0.06	0.00	0.16	0.16	0.03
TENNESSEE	40.01	43.48	15.49	0.45	0.27	0.06	0.00	0.24
TEXAS	11.16	74.41	13.75	0.18	0.00	0.00	0.22	0.29
UTAH	35.79	46.37	17.53	0.20	0.00	0.00	0.00	0.11
VERMONT	92.74	3.59	1.65	0.24	0.77	0.00	0.93	0.08
VIRGINIA	34.20	44.91	19.96	0.16	0.23	0.28	0.12	0.13
WASHINGTON	44.56	45.35	9.55	0.13	0.20	0.09	0.01	0.11
WEST VIRGINIA	10.00	75.47	14.34	0.00	0.00	0.11	0.00	0.09
WISCONSIN	28.74	64.28	6.69	0.12	0.01	0.10	0.01	0.06
WYOMING	58.36	39.93	0.66	0.10	0.07	0.72	0.13	0.03
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	29.43	28.65	41.13	0.19	0.00	0.58	0.00	0.00
NORTHERN MARIANAS	51.61	46.24	0.00	0.00	2.15	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	16.16	16.59	65.94	0.87	0.00	0.00	0.00	0.44
BUR. OF INDIAN AFFAIRS	30.25	61.29	5.71	0.00	0.34	1.68	0.67	0.06
U.S. AND OUTLYING AREAS	24.02	54.05	20.64	0.62	0.36	0.13	0.06	0.13
50 STATES, D.C. & P.R.	24.00	54.06	20.65	0.62	0.36	0.12	0.06	0.13

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9,033	8,540	1,758	12	2	0	5	32
ALASKA	1,462	1,850	682	1	0	0	0	0
ARIZONA	1,445	11,429	3,319	87	11	48	9	13
ARKANSAS	5,156	7,939	879	9	19	0	21	53
CALIFORNIA	2,721	91,060	37,196	2,410	925	1	0	5
COLORADO	2,505	10,709	879	5	1	48	11	16
CONNECTICUT	8,965	4,705	2,260	77	161	11	52	25
DELAWARE	1,033	1,778	659	45	0	1	0	6
DISTRICT OF COLUMBIA	226	957	545	100	99	0	2	0
FLORIDA	17,435	18,974	15,898	151	52	42	0	17
GEORGIA	7,440	6,631	1,737	11	1	0	1	1
HAWAII	1,325	1,899	622	0	0	0	0	8
IDAHO	2,896	1,845	237	26	3	9	0	2
ILLINOIS	2,075	36,108	18,061	255	143	62	15	15
INDIANA	1,857	20,386	4,015	1	4	48	0	9
IOWA	71	13,709	289	1	0	20	7	8
KANSAS	4,483	4,291	650	26	0	23	6	10
KENTUCKY	2,252	9,412	1,259	101	0	55	0	15
LOUISIANA	4,323	5,913	8,003	32	0	66	7	73
MAINE	2,799	2,895	354	13	6	0	3	4
MARYLAND	9,898	5,540	7,267	131	69	1	13	40
MASSACHUSETTS	24,474	8,516	3,490	298	309	0	33	40
MICHIGAN	14,466	17,108	8,768	60	.	124	25	5
MINNESOTA	2,880	13,344	108	42	0	68	0	6
MISSISSIPPI	3,131	9,345	3,673	0	0	0	0	39
MISSOURI	7,650	19,376	4,314	144	12	3	4	24
MONTANA	2,108	1,679	236	0	0	5	7	1
NEBRASKA	4,274	2,426	354	1	2	1	0	8
NEVADA	981	3,878	531	2	0	1	1	5
NEW HAMPSHIRE	3,598	1,475	951	5	48	9	51	5
NEW JERSEY	4,029	20,888	21,178	977	839	18	5	112
NEW MEXICO	7,790	664	599	0	0	32	0	9
NEW YORK	1,352	51,782	40,032	1,297	374	281	1	236
NORTH CAROLINA	12,805	10,781	2,622	7	0	20	0	24
NORTH DAKOTA	2,621	431	23	5	0	2	5	1
OHIO	13,680	23,219	2,693	65	782	97	.	43
OKLAHOMA	7,420	8,472	963	13	18	24	19	34
OREGON	8,523	5,234	429	17	113	8	8	29
PENNSYLVANIA	12,815	24,641	11,144	240	2	147	3	7
PUERTO RICO	143	4,555	990	194	73	19	9	10
RHODE ISLAND	3,250	1,465	1,477	74	33	0	46	17
SOUTH CAROLINA	1,831	10,092	3,287	9	8	13	1	36
SOUTH DAKOTA	946	2,182	44	2	0	5	5	1
TENNESSEE	11,793	12,814	4,564	132	81	17	0	71
TEXAS	11,146	74,336	13,734	176	4	1	217	290
UTAH	3,737	4,919	1,860	21	0	0	0	12
VERMONT	2,298	89	41	6	19	0	23	2
VIRGINIA	10,026	13,164	5,852	47	68	82	36	37
WASHINGTON	8,285	8,431	1,776	25	37	16	2	20
WEST VIRGINIA	1,121	8,463	1,608	0	0	12	0	10
WISCONSIN	4,405	9,852	1,025	19	1	15	1	9
WYOMING	1,777	1,216	20	3	2	22	4	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	151	147	211	1	0	3	0	0
NORTHERN MARIANAS	48	43	0	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	37	38	151	2	0	0	0	1
BUR. OF INDIAN AFFAIRS	540	1,094	102	0	6	30	12	1
U.S. AND OUTLYING AREAS	285,591	642,729	245,419	7,378	4,329	1,510	670	1,498
50 STATES, D.C. & P.R.	284,815	641,407	244,955	7,375	4,321	1,477	658	1,496

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	33.37	31.47	32.25	1.24	0.07	0.80	0.32	0.48
ALASKA	34.67	42.96	20.90	1.00	0.00	0.33	0.00	0.14
ARIZONA	7.48	58.59	26.97	3.01	0.76	0.74	2.08	0.37
ARKANSAS	29.16	51.89	15.21	0.41	1.04	1.08	0.65	0.55
CALIFORNIA	9.95	52.37	32.21	2.09	2.77	0.60	0.00	0.01
COLORADO	18.55	61.56	16.10	0.87	0.09	1.03	0.91	0.91
CONNECTICUT	45.01	25.17	[illegible]	3.24	3.85	0.75	2.26	0.96
DELAWARE	28.79	43.50	21.21	4.85	0.00	0.29	0.20	1.16
DISTRICT OF COLUMBIA	9.91	35.61	32.21	9.15	6.74	0.03	5.04	0.30
FLORIDA	31.89	26.61	36.12	4.28	0.18	0.48	0.26	0.17
GEORGIA	34.34	34.84	27.89	0.92	0.01	1.79	0.14	0.08
HAWAII	31.45	40.41	26.71	0.32	0.00	0.00	0.12	0.97
IDAHO	50.14	34.20	13.42	1.49	0.10	0.38	0.01	0.25
ILLINOIS	7.75	44.84	37.58	4.43	3.17	1.15	0.50	0.57
INDIANA	12.81	52.37	32.16	1.44	0.01	0.87	0.18	0.17
IOWA	3.81	77.57	14.18	2.06	0.00	1.31	0.24	0.23
KANSAS	38.52	37.37	17.24	2.65	0.28	2.96	0.60	0.37
KENTUCKY	16.92	58.80	19.36	2.08	0.02	1.99	0.17	0.66
LOUISIANA	22.35	22.65	49.63	2.22	0.01	2.22	0.18	0.73
MAINE	41.70	40.17	14.18	1.14	1.08	0.14	0.95	0.64
MARYLAND	39.87	19.40	30.73	5.16	2.07	1.04	1.34	0.38
MASSACHUSETTS	57.55	19.19	14.99	2.87	3.69	0.00	0.52	1.19
MICHIGAN	32.85	34.22	26.82	4.39	.	1.25	0.37	0.09
MINNESOTA	14.03	75.03	4.28	3.38	0.00	2.99	0.07	0.21
MISSISSIPPI	19.49	50.31	28.33	0.46	0.01	0.81	0.05	0.52
MISSOURI	26.18	45.74	20.97	5.06	1.00	0.49	0.15	0.41
MONTANA	49.05	35.39	13.66	0.28	0.00	0.80	0.64	0.18
NEBRASKA	51.53	30.90	14.54	1.03	0.46	0.94	0.11	0.50
NEVADA	18.87	61.72	15.32	2.68	0.01	0.26	0.08	1.06
NEW HAMPSHIRE	53.37	22.16	17.35	1.66	2.32	0.67	2.28	0.19
NEW JERSEY	11.72	34.04	40.42	5.92	6.65	0.47	0.11	0.67
NEW MEXICO	73.24	7.55	17.23	0.00	0.03	1.18	0.06	0.71
NEW YORK	3.06	41.29	43.16	6.38	4.07	0.95	[illegible]	0.70
NORTH CAROLINA	38.68	35.55	21.63	2.20	0.18	1.06	0.28	0.43
NORTH DAKOTA	71.83	14.98	11.04	0.28	0.04	0.96	0.67	0.20
OHIO	23.13	51.35	17.87	3.16	1.59	0.60	.	2.30
OKLAHOMA	35.54	42.43	19.24	0.81	0.16	1.04	0.27	0.51
OREGON	54.77	31.44	9.70	0.52	1.62	0.67	0.47	0.81
PENNSYLVANIA	24.11	39.19	29.73	3.17	2.10	0.97	0.44	0.28
PUERTO RICO	2.48	50.72	34.83	5.55	2.23	0.59	0.19	3.42
RHODE ISLAND	45.78	20.85	25.68	1.56	2.78	0.00	2.23	1.13
SOUTH CAROLINA	13.05	51.66	31.90	1.99	0.04	0.93	0.03	0.39
SOUTH DAKOTA	25.60	61.42	7.12	1.18	0.63	1.97	1.95	0.13
TENNESSEE	34.22	38.10	23.04	1.16	0.71	0.85	0.03	1.91
TEXAS	12.47	62.40	20.27	1.60	0.03	0.17	0.42	2.64
UTAH	31.79	38.49	25.60	2.57	0.00	1.07	0.00	0.47
VERMONT	83.63	4.62	6.35	1.45	1.09	0.16	2.31	0.39
VIRGINIA	29.31	38.55	28.00	0.99	0.78	1.43	0.68	0.27
WASHINGTON	40.47	39.30	17.59	0.66	0.61	0.95	0.04	0.38
WEST VIRGINIA	7.70	63.41	26.75	0.91	0.03	0.89	0.10	0.22
WISCONSIN	24.99	50.17	21.70	1.67	0.02	1.19	0.01	0.25
WYOMING	56.00	38.41	0.69	0.69	0.07	3.51	0.39	0.25
AMERICAN SAMOA	75.00	11.29	13.71	0.00	0.00	0.00	0.00	0.00
GUAM	28.36	24.75	44.57	1.01	0.87	[illegible]	0.00	0.00
NORTHERN MARIANAS	51.28	46.15	1.28	0.00	2.63	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	6.46	7.36	77.93	5.26	0.00	0.00	2.55	0.45
BUR. OF INDIAN AFFAIRS	35.69	51.48	8.42	0.00	1.12	1.61	1.31	0.37
U.S. AND OUTLYING AREAS	23.38	43.09	27.12	2.88	1.54	0.88	0.38	0.72
50 STATES, D.C. & P.R.	23.36	43.10	27.13	2.88	1.54	0.88	0.38	0.73

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	95.25	3.07	1.30	0.08	0.00	0.00	0.08	0.23
ALASKA	72.18	17.29	10.53	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.06	92.97	1.97	0.00	0.00	0.00	0.00	0.00
ARKANSAS	74.40	16.94	8.27	0.40	0.00	0.00	0.00	0.00
CALIFORNIA	75.99	8.91	14.06	0.91	0.13	0.00	0.00	0.00
COLORADO	49.69	44.66	5.42	0.08	0.00	0.00	0.00	0.16
CONNECTICUT	70.13	18.04	10.23	0.64	0.72	0.00	0.24	0.00
DELAWARE	87.34	12.66	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	46.94	0.00	53.06	0.00	0.00	0.00	0.00	0.00
FLORIDA	92.82	3.03	3.86	0.08	0.13	0.01	0.00	0.06
GEORGIA	82.64	16.65	0.66	0.06	0.00	0.00	0.00	0.00
HAWAII	89.05	7.14	3.81	0.00	0.00	0.00	0.00	0.00
IDAHO	88.26	9.31	2.02	0.40	0.00	0.00	0.00	0.00
ILLINOIS	88.79	4.18	5.58	0.17	0.06	1.19	0.02	0.00
INDIANA	99.34	0.00	0.00	0.00	0.00	0.66	0.00	0.00
IOWA	93.02	6.82	0.16	0.00	0.00	0.00	0.00	0.00
KANSAS	97.75	1.05	0.90	0.15	0.00	0.00	0.00	0.15
KENTUCKY	84.21	15.29	0.33	0.00	0.00	0.08	0.00	0.08
LOUISIANA	81.96	3.39	14.20	0.00	0.00	0.22	0.00	0.22
MAINE	72.51	23.20	4.29	0.00	0.00	0.00	0.00	0.00
MARYLAND	54.31	14.52	29.57	1.19	0.05	0.00	0.11	0.24
MASSACHUSETTS	83.38	7.97	7.28	0.30	0.60	0.00	0.13	0.33
MICHIGAN	87.81	7.85	3.58	0.20	.	0.03	0.53	0.00
MINNESOTA	20.51	79.16	0.26	0.07	0.00	0.00	0.00	0.00
MISSISSIPPI	72.18	22.07	5.44	0.23	0.00	0.08	0.00	0.00
MISSOURI	87.60	6.50	3.76	2.10	0.00	0.00	0.00	0.04
MONTANA	86.36	8.64	4.09	0.45	0.00	0.45	0.00	0.00
NEBRASKA	91.99	4.88	2.67	0.00	0.12	0.23	0.12	0.00
NEVADA	85.04	1.09	13.14	0.73	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	51.88	24.77	20.75	0.91	1.04	0.00	0.65	0.00
NEW JERSEY	80.67	3.25	12.34	0.49	3.20	0.02	0.00	0.02
NEW MEXICO	74.81	10.21	14.73	0.00	0.00	0.19	0.00	0.06
NEW YORK	35.03	24.62	37.80	1.89	0.33	0.07	0.00	0.27
NORTH CAROLINA	94.24	2.14	3.49	0.06	0.06	0.00	0.00	0.00
NORTH DAKOTA	95.46	3.63	0.91	0.00	0.00	.	0.00	0.00
OHIO	88.28	0.00	0.00	0.00	11.72	0.00	.	0.00
OKLAHOMA	95.82	3.33	0.32	0.00	0.21	0.21	0.11	0.00
OREGON	74.07	19.59	5.40	0.06	0.50	0.06	0.11	0.22
PENNSYLVANIA	94.99	2.70	1.09	0.04	1.07	0.11	0.00	0.00
PUERTO RICO	21.14	67.07	7.72	0.81	2.03	0.00	0.00	1.22
RHODE ISLAND	75.00	15.29	8.50	0.24	0.97	0.00	0.00	0.00
SOUTH CAROLINA	82.86	14.50	2.64	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	42.86	55.71	0.48	0.00	0.48	0.00	0.00	0.48
TENNESSEE	55.92	31.67	11.88	0.09	0.18	0.00	0.00	0.27
TEXAS	84.05	11.80	1.62	0.02	0.00	0.00	2.47	0.04
UTAH	54.27	30.58	15.15	0.00	0.00	0.00	0.00	0.00
VERMONT	91.08	3.99	3.76	0.23	0.23	0.00	0.23	0.47
VIRGINIA	71.49	25.57	1.70	0.00	0.77	0.41	0.00	0.05
WASHINGTON	92.24	6.71	0.93	0.06	0.06	0.00	0.00	0.00
WEST VIRGINIA	5.46	94.54	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	95.97	3.21	0.47	0.00	0.18	0.06	0.06	0.06
WYOMING	68.86	29.14	0.57	0.00	0.00	1.14	0.29	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	61.54	7.69	23.08	7.69	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	8.00	4.00	84.00	4.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	89.37	5.72	4.90	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	78.01	12.24	8.33	0.42	0.65	0.11	0.16	0.09
50 STATES, D.C. & P.R.	77.99	12.26	8.32	0.42	0.65	0.11	0.16	0.09

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

410

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	952	3,002	9,656	309	22	2	6	37
ALASKA	9	64	102	0	0	0	0	0
ARIZONA	29	297	1,664	180	41	2	1	5
ARKANSAS	440	2,631	2,032	28	148	99	62	35
CALIFORNIA	282	212	8,591	557	153	280	0	3
COLORADO	28	387	857	14	10	3	3	2
CONNECTICUT	50	325	1,004	195	49	1	23	4
DELAWARE	75	160	205	88	0	0	6	4
DISTRICT OF COLUMBIA	0	58	226	95	24	0	7	0
FLORIDA	262	671	8,248	2,079	13	12	0	7
GEORGIA	880	3,376	6,606	164	2	292	5	14
HAWAII	22	156	469	0	0	0	0	13
IDAHO	172	413	578	20	2	5	0	1
ILLINOIS	78	466	8,228	1,045	721	69	117	6
INDIANA	59	1,221	7,526	301	0	44	20	21
IOWA	3	3,153	1,487	151	0	26	26	3
KANSAS	78	605	1,429	173	13	42	23	9
KENTUCKY	819	5,131	2,926	164	2	30	0	40
LOUISIANA	72	299	4,185	366	1	237	12	34
MAINE	57	364	492	15	26	0	2	2
MARYLAND	327	148	1,005	589	40	0	32	7
MASSACHUSETTS	1,121	1,590	2,637	142	218	0	42	30
MICHIGAN	266	1,345	5,044	1,247	.	36	9	8
MINNESOTA	103	3,353	756	119	0	57	3	9
MISSISSIPPI	90	1,055	2,017	55	0	49	3	14
MISSOURI	242	1,092	4,363	1,393	41	22	6	45
MONTANA	114	118	244	1	0	1	0	0
NEBRASKA	227	717	748	49	8	26	3	1
NEVADA	2	138	257	126	1	0	0	1
NEW HAMPSHIRE	83	63	185	13	30	1	12	1
NEW JERSEY	3	58	1,305	789	201	6	9	4
NEW MEXICO	274	1	593	0	3	0	0	12
NEW YORK	12	503	5,660	2,508	230	71	34	33
NORTH CAROLINA	602	3,454	4,588	646	68	11	64	25
NORTH DAKOTA	64	141	414	2	1	6	8	5
OHIO	441	13,160	7,447	248	18	108	.	60
OKLAHOMA	518	2,113	2,976	67	5	9	6	21
OREGON	131	371	986	11	0	2	4	14
PENNSYLVANIA	393	4,448	9,547	1,027	78	39	52	8
PUERTO RICO	55	2,927	4,151	602	160	34	16	146
RHODE ISLAND	8	16	335	4	56	0	5	0
SOUTH CAROLINA	339	2,104	3,932	306	1	70	2	27
SOUTH DAKOTA	39	408	199	11	10	5	12	0
TENNESSEE	402	1,995	3,620	148	71	108	8	23
TEXAS	53	2,156	7,149	652	13	115	5	39
UTAH	59	221	1,144	39	0	5	0	3
VERMONT	422	60	153	9	6	0	3	1
VIRGINIA	124	1,666	3,897	160	14	78	16	20
WASHINGTON	276	998	1,668	19	4	6	0	2
WEST VIRGINIA	26	1,345	2,538	141	0	8	1	8
WISCONSIN	97	739	1,556	90	0	11	0	3
WYOMING	92	46	5	3	1	42	2	0
AMERICAN SAMOA	78	10	10	0	0	0	0	0
GUAM	4	16	63	0	2	0	0	0
NORTHERN MARIANAS	9	9	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	7	320	22	0	0	1	1
BUR. OF INDIAN AFFAIRS	8	86	33	0	0	1	1	0
U.S. AND OUTLYING AREAS	11,471	71,668	148,056	17,182	2,507	2,051	672	811
50 STATES, D.C. & P.R.	11,372	71,540	147,630	17,160	2,505	2,050	670	810

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

411

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	6.81	21.46	69.04	2.21	0.16	0.01	0.04	0.26
ALASKA	5.14	36.57	58.29	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.31	13.38	74.99	8.11	1.85	0.09	0.05	0.23
ARKANSAS	8.04	48.05	37.11	0.51	2.70	1.81	1.13	0.64
CALIFORNIA	2.80	2.11	85.41	5.54	1.52	2.59	0.00	0.03
COLORADO	2.15	29.68	65.72	1.07	0.77	0.23	0.23	0.15
CONNECTICUT	3.03	19.69	60.81	11.81	2.97	0.06	1.39	0.24
DELAWARE	13.94	29.74	38.10	16.36	0.00	0.00	1.12	0.74
DISTRICT OF COLUMBIA	0.00	14.15	55.12	23.17	5.85	0.00	1.71	0.00
FLORIDA	2.32	5.94	73.04	18.41	0.12	0.11	0.00	0.06
GEORGIA	7.76	29.77	58.26	1.45	0.02	2.58	0.04	0.12
HAWAII	3.33	23.64	71.06	0.00	0.00	0.00	0.00	1.97
IDAHO	14.44	34.68	48.53	1.68	0.17	0.42	0.00	0.08
ILLINOIS	0.73	4.34	76.68	9.74	6.72	0.64	1.09	0.06
INDIANA	0.64	13.28	81.88	3.27	0.00	0.48	0.22	0.23
IOWA	0.06	65.02	30.67	3.11	0.00	0.54	0.54	0.06
KANSAS	3.29	25.51	60.24	7.29	0.55	1.77	0.97	0.38
KENTUCKY	8.99	56.31	32.11	1.80	0.02	0.33	0.00	0.44
LOUISIANA	1.38	5.74	80.39	7.03	0.02	4.55	0.23	0.65
MAINE	5.95	38.00	51.36	1.57	2.71	0.00	0.21	0.21
MARYLAND	15.22	6.89	46.79	27.42	1.86	0.00	1.49	0.33
MASSACHUSETTS	19.39	27.51	45.62	2.46	3.77	0.00	0.73	0.52
MICHIGAN	3.34	16.91	63.41	15.68	.	0.45	0.11	0.10
MINNESOTA	2.34	76.20	17.18	2.70	0.00	1.30	0.07	0.20
MISSISSIPPI	2.74	32.14	61.44	1.68	0.00	1.49	0.09	0.43
MISSOURI	3.36	15.16	60.56	19.34	0.57	0.31	0.08	0.62
MONTANA	23.85	24.69	51.05	0.21	0.00	0.21	0.00	0.00
NEBRASKA	12.76	40.30	42.05	2.75	0.45	1.46	0.17	0.06
NEVADA	0.38	26.29	48.95	24.00	0.19	0.00	0.00	0.19
NEW HAMPSHIRE	21.39	16.24	47.68	3.35	7.73	0.26	3.09	0.26
NEW JERSEY	0.13	2.44	54.95	33.22	8.46	0.25	0.38	0.17
NEW MEXICO	31.03	0.11	67.16	0.00	0.34	0.00	0.00	1.36
NEW YORK	0.13	5.56	62.53	27.71	2.54	0.78	0.38	0.36
NORTH CAROLINA	6.36	36.52	48.51	6.83	0.72	0.12	0.68	0.26
NORTH DAKOTA	9.98	22.00	64.59	0.31	0.16	0.94	1.25	0.78
OHIO	2.05	61.26	34.67	1.15	0.08	0.50	.	0.28
OKLAHOMA	9.06	36.97	52.07	1.17	0.09	0.16	0.10	0.37
OREGON	8.62	24.42	64.91	0.72	0.00	0.13	0.26	0.92
PENNSYLVANIA	2.52	28.53	61.23	6.59	0.50	0.25	0.33	0.05
PUERTO RICO	0.68	36.18	51.30	7.44	1.98	0.42	0.20	1.80
RHODE ISLAND	1.89	3.77	79.01	0.94	13.21	0.00	1.18	0.00
SOUTH CAROLINA	5.00	31.03	57.99	4.51	0.01	1.03	0.03	0.40
SOUTH DAKOTA	5.70	59.65	29.09	1.61	1.46	0.73	1.75	0.00
TENNESSEE	6.31	31.29	56.78	2.32	1.11	1.69	0.13	0.36
TEXAS	0.52	21.17	70.21	6.40	0.13	1.13	0.05	0.38
UTAH	4.01	15.02	77.77	2.65	0.00	0.34	0.00	0.20
VERMONT	64.53	9.17	23.39	1.38	0.92	0.00	0.46	0.15
VIRGINIA	2.08	27.88	65.22	2.68	0.23	1.31	0.27	0.33
WASHINGTON	9.28	33.57	56.10	0.64	0.13	0.20	0.00	0.07
WEST VIRGINIA	0.64	33.07	62.40	3.47	0.00	0.20	0.02	0.20
WISCONSIN	3.89	29.61	62.34	3.61	0.00	0.44	0.00	0.12
WYOMING	48.17	24.08	2.62	1.57	0.52	21.99	1.05	0.00
AMERICAN SAMOA	79.59	10.20	10.20	0.00	0.00	0.00	0.00	0.00
GUAM	4.71	18.82	74.12	0.00	2.35	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	1.99	91.17	6.27	0.00	0.00	0.28	0.28
BUR. OF INDIAN AFFAIRS	6.20	66.67	25.58	0.00	0.00	0.78	0.78	0.00
U.S. AND OUTLYING AREAS	4.51	28.17	58.19	6.75	0.99	0.81	0.26	0.32
50 STATES, D.C. & P.R.	4.48	28.19	58.18	6.76	0.99	0.81	0.26	0.32

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,315	623	751	57	1	105	110	64
ALASKA	56	136	152	48	0	10	0	7
ARIZONA	86	621	743	188	80	37	466	31
ARKANSAS	24	54	41	0	8	0	28	9
CALIFORNIA	340	661	3,664	238	3,577	249	0	8
COLORADO	848	2,358	1,222	105	9	107	193	163
CONNECTICUT	2,147	1,433	1,406	488	687	177	475	185
DELAWARE	189	216	187	26	0	12	4	20
DISTRICT OF COLUMBIA	17	43	154	51	36	0	167	9
FLORIDA	2,693	3,215	6,402	1,344	83	85	236	28
GEORGIA	3,485	3,159	2,429	107	0	270	48	4
HAWAII	172	189	253	0	0	0	7	20
IDAHO	73	52	55	52	2	10	1	0
ILLINOIS	305	3,458	6,369	2,433	1,965	581	301	40
INDIANA	369	965	1,947	162	0	112	49	38
IOWA	37	2,284	1,543	295	0	182	150	25
KANSAS	812	921	476	171	23	245	55	16
KENTUCKY	114	767	686	191	0	223	47	66
LOUISIANA	249	298	1,817	221	0	149	37	45
MAINE	875	735	451	81	77	2	78	47
MARYLAND	695	265	744	471	472	140	313	36
MASSACHUSETTS	935	594	1,565	1,111	1,227	0	79	97
MICHIGAN	3,189	3,381	2,959	937	.	565	200	11
MINNESOTA	808	5,219	425	908	1	665	20	37
MISSISSIPPI	5	36	58	0	3	1	4	7
MISSOURI	1,036	2,724	1,816	656	430	63	66	66
MONTANA	181	113	153	3	0	34	27	3
NEBRASKA	553	385	396	45	41	41	5	9
NEVADA	78	309	190	13	0	15	3	5
NEW HAMPSHIRE	512	199	187	7	101	49	109	8
NEW JERSEY	270	1,743	3,412	1,273	2,445	205	24	223
NEW MEXICO	877	101	724	0	0	38	10	70
NEW YORK	519	4,657	12,518	3,205	3,507	909	300	509
NORTH CAROLINA	1,607	1,460	2,020	201	3	120	9	93
NORTH DAKOTA	107	81	58	4	0	11	16	1
OHIO	280	1,908	1,481	1,711	12	105	.	152
OKLAHOMA	106	236	576	35	11	69	37	43
OREGON	767	459	329	76	195	46	5	83
PENNSYLVANIA	1,347	3,295	3,552	1,074	21	618	140	210
PUERTO RICO	9	105	182	19	10	5	1	29
RHODE ISLAND	230	169	272	10	116	0	128	11
SOUTH CAROLINA	295	1,301	1,121	180	1	22	5	36
SOUTH DAKOTA	51	114	44	21	12	37	30	2
TENNESSEE	409	400	494	103	84	82	3	32
TEXAS	1,292	7,734	4,941	953	12	1	113	1,755
UTAH	1,123	1,271	1,033	103	0	56	0	28
VERMONT	359	23	44	44	17	7	49	9
VIRGINIA	1,008	1,557	2,122	172	216	244	224	50
WASHINGTON	713	1,017	594	116	112	98	11	57
WEST VIRGINIA	115	605	546	3	4	62	15	17
WISCONSIN	1,576	3,486	2,071	294	2	156	0	35
WYOMING	72	128	0	17	0	44	9	3
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	7	2	4	1	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	10	4	0	0	8	0
BUR. OF INDIAN AFFAIRS	58	134	34	0	1	6	18	5
U.S. AND OUTLYING AREAS	35,397	67,400	77,424	20,028	15,604	7,070	4,433	4,557
50 STATES, D.C. & P.R.	35,330	67,263	77,375	20,023	15,603	7,064	4,407	4,552

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	43.46	20.59	24.82	1.88	0.03	3.47	3.64	2.12
ALASKA	13.69	33.25	37.16	11.74	0.00	2.44	0.00	1.71
ARIZONA	3.82	27.58	32.99	8.35	3.55	1.64	20.69	1.38
ARKANSAS	14.63	32.93	25.00	0.00	4.88	0.00	17.07	5.49
CALIFORNIA	3.89	7.57	41.94	2.72	40.94	2.85	0.00	0.09
COLORADO	16.94	47.11	24.42	2.10	0.18	2.14	3.86	3.26
CONNECTICUT	30.68	20.48	20.09	6.97	9.82	2.53	6.79	2.64
DELAWARE	28.90	33.03	28.59	3.98	0.00	1.83	0.61	3.06
DISTRICT OF COLUMBIA	3.56	9.01	32.29	10.69	7.55	0.00	35.01	1.89
FLORIDA	19.12	22.82	45.45	9.54	0.59	0.60	1.68	0.20
GEORGIA	36.68	33.25	25.56	1.13	0.00	2.84	0.51	0.04
HAWAII	26.83	29.49	39.47	0.00	0.00	0.00	1.09	3.12
IDAHO	29.80	21.22	22.45	21.22	0.82	4.08	0.41	0.00
ILLINOIS	1.97	22.38	41.22	15.75	12.72	3.76	1.95	0.26
INDIANA	10.13	26.50	53.46	4.45	0.00	3.08	1.35	1.04
IOWA	0.82	50.58	34.17	6.53	0.00	4.03	3.32	0.55
KANSAS	29.86	33.87	17.51	6.29	0.85	9.01	2.02	0.59
KENTUCKY	5.44	36.63	32.76	9.12	0.00	10.65	2.24	3.15
LOUISIANA	8.84	10.58	64.52	7.85	0.00	5.29	1.31	1.60
MAINE	37.30	31.33	19.22	3.45	3.28	0.09	3.32	2.00
MARYLAND	22.16	8.45	23.72	15.02	15.05	4.46	9.98	1.15
MASSACHUSETTS	16.67	10.59	27.91	19.81	21.88	0.00	1.41	1.73
MICHIGAN	28.37	30.07	26.32	8.33	.	5.03	1.78	0.10
MINNESOTA	10.00	64.57	5.26	11.23	0.01	8.23	0.25	0.46
MISSISSIPPI	4.39	31.58	50.88	0.00	2.63	0.88	3.51	6.14
MISSOURI	15.11	39.73	26.48	9.57	6.27	0.92	0.96	0.96
MONTANA	35.21	21.98	29.77	0.58	0.00	6.61	5.25	0.58
NEBRASKA	37.49	26.10	26.85	3.05	2.78	2.78	0.34	0.61
NEVADA	12.72	50.41	31.00	2.12	0.00	2.45	0.49	0.82
NEW HAMPSHIRE	43.69	16.98	15.96	0.60	8.62	4.18	9.30	0.68
NEW JERSEY	2.81	18.17	35.56	13.27	25.48	2.14	0.25	2.32
NEW MEXICO	48.19	5.55	39.78	0.00	0.00	2.09	0.55	3.85
NEW YORK	1.99	17.83	47.92	12.27	13.42	3.48	1.15	1.95
NORTH CAROLINA	29.15	26.48	36.64	3.65	0.05	2.18	0.16	1.69
NORTH DAKOTA	38.49	29.14	20.86	1.44	0.00	3.96	5.76	0.36
OHIO	4.96	33.78	26.22	30.29	0.21	1.86	.	2.69
OKLAHOMA	9.52	21.20	51.75	3.14	0.99	6.20	3.32	3.86
OREGON	39.13	23.42	16.79	3.88	9.95	2.35	0.26	4.23
PENNSYLVANIA	13.13	32.12	34.63	10.47	0.20	6.03	1.36	2.05
PUERTO RICO	2.50	29.17	50.56	5.28	2.78	1.39	0.28	8.06
RHODE ISLAND	24.57	18.06	29.06	1.07	12.39	0.00	13.68	1.18
SOUTH CAROLINA	9.96	43.94	37.86	6.08	0.03	0.74	0.17	1.22
SOUTH DAKOTA	16.40	36.66	14.15	6.75	3.86	11.90	9.65	0.64
TENNESSEE	25.45	24.89	30.74	6.41	5.23	5.10	0.19	1.99
TEXAS	7.69	46.03	29.41	5.67	0.07	0.01	0.67	10.45
UTAH	31.07	35.17	28.58	2.85	0.00	1.55	0.00	0.77
VERMONT	65.04	4.17	7.97	7.97	3.08	1.27	8.88	1.63
VIRGINIA	18.02	27.84	37.94	3.08	3.86	4.36	4.01	0.89
WASHINGTON	26.23	37.42	21.85	4.27	4.12	3.61	0.40	2.10
WEST VIRGINIA	8.41	44.26	39.94	0.22	0.29	4.54	1.10	1.24
WISCONSIN	20.68	45.75	27.18	3.86	0.03	2.05	0.00	0.46
WYOMING	26.37	46.89	0.00	6.23	0.00	16.12	3.30	1.10
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	14.29	28.57	7.14	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	4.35	43.48	17.39	0.00	0.00	34.78	0.00
BUR. OF INDIAN AFFAIRS	22.66	52.34	13.28	0.00	0.39	2.34	7.03	1.95
U.S. AND OUTLYING AREAS	15.26	29.06	33.38	8.64	6.73	3.05	1.91	1.96
50 STATES, D.C. & P.R.	15.25	29.04	33.41	8.64	6.74	3.05	1.90	1.97

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21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	7	19	260	62	3	26	1	6
ALASKA	21	51	82	3	0	7	0	0
ARIZONA	10	43	222	84	22	16	0	6
ARKANSAS	1	26	135	18	32	10	16	14
CALIFORNIA	82	46	1,663	108	181	1	0	0
COLORADO	90	459	702	70	1	34	10	21
CONNECTICUT	32	58	202	64	54	17	19	8
DELAWARE	0	4	3	4	0	2	0	1
DISTRICT OF COLUMBIA	0	0	0	3	33	1	3	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	81	1	0	0	0	4
IDAHO	6	12	47	3	0	1	0	3
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1	0	139	55	0	53	8	5
IOWA	0	0	115	65	0	0	22	1
KANSAS	66	204	210	52	5	76	15	9
KENTUCKY	17	30	253	93	3	2	0	13
LOUISIANA	4	2	188	53	0	41	1	16
MAINE	49	134	204	15	10	0	18	11
MARYLAND	266	83	363	519	118	9	76	17
MASSACHUSETTS	122	170	401	114	158	0	59	98
MICHIGAN	13	4	156	494	.	11	0	15
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	2	85	18	0	18	1	5
MISSOURI	20	44	62	55	14	11	0	0
MONTANA	25	20	69	2	0	2	2	2
NEBRASKA	9	9	114	20	3	3	4	2
NEVADA	0	13	21	49	0	0	2	1
NEW HAMPSHIRE	24	13	19	25	10	0	12	0
NEW JERSEY	43	225	962	748	810	66	29	33
NEW MEXICO	33	1	179	0	1	25	0	7
NEW YORK	31	253	1,191	1,411	833	20	156	97
NORTH CAROLINA	7	48	207	76	10	60	54	9
NORTH DAKOTA	.	.	.	.	0	.	.	.
OHIO	22	563	1,462	294	36	5	.	30
OKLAHOMA	8	15	314	65	1	46	5	19
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	3	0	54	121	0	1	1	5
PUERTO RICO	4	16	87	26	7	1	3	277
RHODE ISLAND	1	0	12	0	13	0	3	1
SOUTH CAROLINA	5	24	56	15	0	64	0	2
SOUTH DAKOTA	3	33	38	7	5	16	17	1
TENNESSEE	21	23	422	42	57	25	0	20
TEXAS	12	181	529	194	12	45	13	73
UTAH	2	7	235	274	0	7	0	14
VERMONT	21	1	15	2	1	0	2	0
VIRGINIA	11	33	256	18	21	60	12	3
WASHINGTON	63	140	717	19	8	64	0	9
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	699	3,398	2,857	180	1	174	0	17
WYOMING	.	.	.	.	.	17	.	.
AMERICAN SAMOA	0	0	5	0	0	0	0	0
GUAM	0	2	12	3	3	0	0	0
NORTHERN MARIANAS	5	13	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	5	4	0	0	3	1
BUR. OF INDIAN AFFAIRS	5	13	36	0	1	4	2	0
U.S. AND OUTLYING AREAS	1,864	6,435	15,448	5,548	2,467	1,041	569	876
50 STATES, D.C. & P.R.	1,854	6,407	15,389	5,541	2,463	1,037	564	875

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.82	4.95	67.71	16.15	0.78	6.77	0.26	1.56
ALASKA	12.80	31.10	50.00	1.83	0.00	4.27	0.00	0.00
ARIZONA	2.48	10.67	55.09	20.84	5.46	3.97	0.00	1.49
ARKANSAS	0.40	10.32	53.57	7.14	12.70	3.97	6.35	5.56
CALIFORNIA	3.94	2.21	79.91	5.19	8.70	0.05	0.00	0.00
COLORADO	6.49	33.09	50.61	5.05	0.07	2.45	0.72	1.51
CONNECTICUT	7.05	12.78	44.49	14.10	11.89	3.74	4.19	1.76
DELAWARE	0.00	28.57	21.43	28.57	0.00	14.29	0.00	7.14
DISTRICT OF COLUMBIA	0.00	0.00	0.00	7.50	82.50	2.50	7.50	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	0.00	0.00	94.19	1.16	0.00	0.00	0.00	4.65
HAWAII	8.33	16.67	65.28	4.17	0.00	1.39	0.00	4.17
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.38	0.00	53.26	21.07	0.00	20.31	3.07	1.92
INDIANA	0.00	0.00	56.65	32.02	0.00	0.00	10.84	0.49
IOWA	10.36	32.03	32.97	8.16	0.78	11.93	2.35	1.41
KANSAS	4.14	7.30	61.56	22.63	0.73	0.49	0.00	3.16
KENTUCKY	1.31	0.66	61.64	17.38	0.00	13.44	0.33	5.25
LOUISIANA	11.11	30.39	46.26	3.40	2.27	0.00	4.08	2.49
MAINE	18.33	5.72	25.02	35.77	8.13	0.62	5.24	1.17
MARYLAND	10.87	15.15	35.74	10.16	14.08	0.00	5.26	8.73
MASSACHUSETTS	1.88	0.58	22.51	71.28	.	1.59	0.00	2.16
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	1.55	65.89	13.95	0.00	13.95	0.78	3.88
MISSISSIPPI	9.71	21.36	30.10	26.70	6.80	5.34	0.00	0.00
MISSOURI	20.49	16.39	56.56	1.64	0.00	1.64	1.64	1.64
MONTANA	5.49	5.49	69.51	12.20	1.83	1.83	2.44	1.22
NEBRASKA	0.00	15.12	24.42	56.98	0.00	0.00	2.33	1.16
NEVADA	23.30	12.62	18.45	24.27	9.71	0.00	11.65	0.00
NEW HAMPSHIRE	1.47	7.72	32.99	25.65	27.78	2.26	0.99	1.13
NEW JERSEY	13.41	0.41	72.76	0.00	0.41	10.16	0.00	2.85
NEW MEXICO	0.78	6.34	29.83	35.35	20.87	0.50	3.91	2.43
NEW YORK	1.49	10.19	43.95	16.14	2.12	12.74	11.46	1.91
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	0.91	23.34	60.61	12.19	1.49	0.21	.	1.24
OHIO	1.69	3.17	66.38	13.74	0.21	9.73	1.06	4.02
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	1.62	0.00	29.19	65.41	0.00	0.54	0.54	2.70
PENNSYLVANIA	0.95	3.80	20.67	6.18	1.66	0.24	0.71	65.80
PUERTO RICO	3.33	0.00	40.00	0.00	43.33	0.00	10.00	3.33
RHODE ISLAND	3.01	14.46	33.73	9.04	0.00	38.55	0.00	1.20
SOUTH CAROLINA	2.50	27.50	31.67	5.83	4.17	13.33	14.17	0.83
SOUTH DAKOTA	3.44	3.77	69.18	6.89	9.34	4.10	0.00	3.28
TENNESSEE	1.13	17.09	49.95	18.32	1.13	4.25	1.23	6.89
TEXAS	0.37	1.30	43.60	50.83	0.00	1.30	0.00	2.60
UTAH	50.00	2.38	35.71	4.76	2.38	0.00	4.76	0.00
VERMONT	2.66	7.97	61.84	4.35	5.07	14.49	2.90	0.72
VIRGINIA	6.18	13.73	70.29	1.86	0.78	6.27	0.00	0.88
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	9.54	46.38	39.00	2.46	0.01	2.38	0.00	0.23
WISCONSIN	.	.	.	.	.	100.00	.	.
WYOMING	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	10.00	60.00	15.00	15.00	0.00	0.00	0.00
GUAM	26.32	68.42	5.26	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	38.46	30.77	0.00	0.00	23.08	7.69
VIRGIN ISLANDS	8.20	21.31	59.02	0.00	1.64	6.56	3.28	0.00
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	5.44	18.79	45.11	16.20	7.20	3.04	1.66	2.56
50 STATES, D.C. & P.R.	5.43	18.77	45.09	16.23	7.22	3.04	1.65	2.56

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	168	56	94	17	0	122	1	1
ALASKA	14	26	13	0	0	0	0	0
ARIZONA	30	180	64	114	0	42	0	0
ARKANSAS	55	69	16	29	2	66	2	0
CALIFORNIA	423	265	1,798	117	29	521	0	0
COLORADO	120	111	71	1	0	37	0	0
CONNECTICUT	123	50	35	20	39	0	22	1
DELAWARE	22	30	11	16	0	0	0	0
DISTRICT OF COLUMBIA	11	1	3	0	0	0	1	0
FLORIDA	209	161	358	18	0	214	0	0
GEORGIA	148	129	88	79	0	77	0	0
HAWAII	49	45	22	14	0	0	0	0
IDAHO	57	14	6	0	0	2	0	0
ILLINOIS	159	282	656	19	8	197	8	0
INDIANA	90	120	160	61	0	64	0	0
IOWA	92	105	62	0	0	61	4	0
KANSAS	74	45	39	4	0	92	1	0
KENTUCKY	86	100	29	5	0	159	0	0
LOUISIANA	119	124	224	2	2	139	0	0
MAINE	64	29	6	1	0	12	1	0
MARYLAND	230	51	59	9	1	138	1	0
MASSACHUSETTS	210	61	159	25	139	0	27	3
MICHIGAN	455	290	310	4	.	82	0	1
MINNESOTA	126	331	23	7	0	126	0	1
MISSISSIPPI	13	69	57	2	0	68	1	0
MISSOURI	152	148	44	74	2	116	0	0
MONTANA	37	9	42	9	0	0	0	0
NEBRASKA	137	44	25	2	0	23	0	0
NEVADA	14	11	35	1	0	0	0	0
NEW HAMPSHIRE	20	5	6	58	6	0	7	0
NEW JERSEY	37	103	249	157	38	0	1	3
NEW MEXICO	63	41	45	0	0	59	0	1
NEW YORK	306	341	422	215	498	47	47	5
NORTH CAROLINA	386	139	75	6	0	223	0	1
NORTH DAKOTA	34	13	6	0	0	16	0	.
OHIO	227	332	377	44	8	80	.	3
OKLAHOMA	76	47	79	17	3	68	0	3
OREGON	335	66	33	3	12	70	0	3
PENNSYLVANIA	752	187	170	17	134	1	89	0
PUERTO RICO	12	141	132	19	51	0	1	1
RHODE ISLAND	16	6	6	42	2	0	1	0
SOUTH CAROLINA	112	124	85	6	0	70	0	0
SOUTH DAKOTA	47	18	1	12	0	16	1	0
TENNESSEE	229	78	145	18	0	93	0	4
TEXAS	219	731	675	156	0	56	5	7
UTAH	119	40	20	0	0	94	0	1
VERMONT	46	3	0	0	1	0	21	0
VIRGINIA	148	146	136	5	2	120	2	1
WASHINGTON	315	222	107	0	6	82	0	1
WEST VIRGINIA	13	78	24	9	0	41	1	0
WISCONSIN	80	7	30	4	0	14	0	0
WYOMING	16	8	0	4	0	7	0	0
AMERICAN SAMOA	0	4	0	0	0	0	0	0
GUAM	3	1	8	0	0	0	0	0
NORTHERN MARIANAS	9	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	1	10	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	7	0	0	22	0	0	4
U.S. AND OUTLYING AREAS	7,111	5,847	7,350	1,442	1,005	3,515	245	45
50 STATES, D.C. & P.R.	7,095	5,832	7,332	1,442	983	3,515	245	41

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	36.60	12.20	20.48	3.70	0.00	26.58	0.22	0.22
ALASKA	26.42	49.06	24.53	0.00	0.00	0.00	0.00	0.00
ARIZONA	6.98	41.86	14.88	26.51	0.00	9.77	0.00	0.00
ARKANSAS	23.01	28.87	6.69	12.13	0.84	27.62	0.84	0.00
CALIFORNIA	13.42	8.40	57.03	3.71	0.92	16.52	0.00	0.00
COLORADO	35.29	32.65	20.88	0.29	0.00	10.88	0.00	0.00
CONNECTICUT	42.41	17.24	12.07	6.90	13.45	0.00	7.59	0.34
DELAWARE	27.85	37.97	13.92	20.25	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	68.75	6.25	18.75	0.00	0.00	0.00	6.25	0.00
FLORIDA	21.77	16.77	37.29	1.87	0.00	22.29	0.00	0.00
GEORGIA	28.41	24.76	16.89	15.16	0.00	14.78	0.00	0.00
HAWAII	37.69	34.62	16.92	10.77	0.00	0.00	0.00	0.00
IDAHO	72.15	17.72	7.59	0.00	0.00	2.53	0.00	0.00
ILLINOIS	11.96	21.22	49.36	1.43	0.60	14.82	0.60	0.00
INDIANA	18.18	24.24	32.32	12.32	0.00	12.93	0.00	0.00
IOWA	28.40	32.41	19.14	0.00	0.00	18.83	1.23	0.00
KANSAS	29.02	17.65	15.29	1.57	0.00	36.08	0.39	0.00
KENTUCKY	22.69	26.39	7.65	1.32	0.00	41.95	0.00	0.00
LOUISIANA	19.51	20.33	36.72	0.33	0.33	22.79	0.00	0.00
MAINE	56.64	25.66	5.31	0.88	0.00	10.62	0.88	0.00
MARYLAND	47.03	10.43	12.07	1.84	0.20	28.22	0.20	0.00
MASSACHUSETTS	33.65	9.78	25.48	4.01	22.28	0.00	4.33	0.48
MICHIGAN	39.84	25.39	27.15	0.35	.	7.18	0.00	0.09
MINNESOTA	20.52	53.91	3.75	1.14	0.00	20.52	0.00	0.16
MISSISSIPPI	6.19	32.86	27.14	0.95	0.00	32.38	0.48	0.00
MISSOURI	28.36	27.61	8.21	13.81	0.37	21.64	0.00	0.00
MONTANA	38.14	9.28	43.30	9.28	0.00	0.00	0.00	0.00
NEBRASKA	59.31	19.05	10.82	0.87	0.00	9.96	0.00	0.00
NEVADA	22.95	18.03	57.38	1.64	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	19.61	4.90	5.88	56.86	5.88	0.00	6.86	0.00
NEW JERSEY	6.29	17.52	42.35	26.70	6.46	0.00	0.17	0.51
NEW MEXICO	30.14	19.62	21.53	0.00	0.00	28.23	0.00	0.48
NEW YORK	16.27	18.13	22.43	11.43	26.48	2.50	2.50	0.27
NORTH CAROLINA	46.51	16.75	9.04	0.72	0.00	26.87	0.00	0.12
NORTH DAKOTA	49.28	18.84	8.70	0.00	0.00	23.19	0.00	.
OHIO	21.20	31.00	35.20	4.11	0.75	7.47	.	0.28
OKLAHOMA	25.94	16.04	26.96	5.80	1.02	23.21	0.00	1.02
OREGON	64.18	12.64	6.32	0.57	2.30	13.41	0.00	0.57
PENNSYLVANIA	55.70	13.85	12.59	1.26	9.93	0.07	6.59	0.00
PUERTO RICO	3.36	39.50	36.97	5.32	14.29	0.00	0.28	0.28
RHODE ISLAND	21.92	8.22	8.22	57.53	2.74	0.00	1.37	0.00
SOUTH CAROLINA	28.21	31.23	21.41	1.51	0.00	17.63	0.00	0.00
SOUTH DAKOTA	49.47	18.95	1.05	12.63	0.00	16.84	1.05	0.00
TENNESSEE	40.39	13.76	25.57	3.17	0.00	16.40	0.00	0.71
TEXAS	11.84	39.53	36.51	8.44	0.00	3.03	0.27	0.38
UTAH	43.43	14.60	7.30	0.00	0.00	34.31	0.00	0.36
VERMONT	64.79	4.23	0.00	0.00	1.41	0.00	29.58	0.00
VIRGINIA	26.43	26.07	24.29	0.89	0.36	21.43	0.36	0.18
WASHINGTON	42.97	30.29	14.60	0.00	0.82	11.19	0.00	0.14
WEST VIRGINIA	7.83	46.99	14.46	5.42	0.00	24.70	0.60	0.00
WISCONSIN	59.26	5.19	22.22	2.96	0.00	10.37	0.00	0.00
WYOMING	45.71	22.86	0.00	11.43	0.00	20.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	25.00	8.33	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	81.82	18.18	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	21.43	7.14	71.43	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	2.94	20.59	0.00	0.00	64.71	0.00	0.00	11.76
U.S. AND OUTLYING AREAS	26.77	22.01	27.67	5.43	3.78	13.23	0.92	0.17
50 STATES, D.C. & P.R.	26.79	22.02	27.68	5.44	3.71	13.27	0.93	0.15

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	85	31	57	2	0	0	1	3
ALASKA	15	8	6	0	0	0	0	0
ARIZONA	43	72	68	8	1	0	0	6
ARKANSAS	17	20	10	1	2	0	4	1
CALIFORNIA	915	301	1,657	107	13	0	0	0
COLORADO	126	100	38	0	0	0	0	13
CONNECTICUT	38	7	10	4	1	0	0	1
DELAWARE	30	12	11	31	0	0	0	28
DISTRICT OF COLUMBIA	1	6	2	9	0	0	0	0
FLORIDA	342	205	800	110	0	0	0	11
GEORGIA	71	59	100	2	0	9	0	1
HAWAII	45	11	44	0	0	0	0	2
IDAHO	34	19	11	0	0	0	0	0
ILLINOIS	122	139	390	209	9	22	1	41
INDIANA	122	48	109	0	0	0	0	0
IOWA	114	122	49	0	0	0	1	20
KANSAS	59	30	7	1	5	0	0	1
KENTUCKY	57	48	33	1	0	0	0	6
LOUISIANA	85	77	212	3	0	9	0	18
MAINE	36	13	5	0	0	0	0	0
MARYLAND	106	22	27	2	2	0	0	3
MASSACHUSETTS	235	36	73	4	36	0	2	25
MICHIGAN	758	445	399	23	.	0	1	18
MINNESOTA	125	313	13	1	0	6	0	6
MISSISSIPPI	35	85	146	21	0	4	2	48
MISSOURI	188	38	56	114	6	0	0	12
MONTANA	18	4	3	0	0	0	0	0
NEBRASKA	89	28	17	3	0	0	0	9
NEVADA	39	89	3	0	0	0	0	0
NEW HAMPSHIRE	24	10	9	2	0	0	0	0
NEW JERSEY	14	69	36	63	47	0	0	7
NEW MEXICO	133	42	91	0	1	0	0	5
NEW YORK	248	171	161	55	89	0	0	17
NORTH CAROLINA	185	74	69	20	0	0	0	11
NORTH DAKOTA	21	2	2	0	1	.	2	0
OHIO	205	219	192	46	7	0	.	783
OKLAHOMA	46	9	28	3	0	0	0	0
OREGON	204	69	48	1	0	0	0	8
PENNSYLVANIA	68	33	231	105	0	0	13	7
PUERTO RICO	56	54	6	1	42	0	0	18
RHODE ISLAND	11	23	15	0	8	0	2	0
SOUTH CAROLINA	56	110	80	16	0	1	0	5
SOUTH DAKOTA	13	15	3	1	2	1	20	0
TENNESSEE	104	61	147	17	0	0	0	85
TEXAS	216	619	394	43	0	0	86	144
UTAH	20	23	25	0	0	0	0	17
VERMONT	22	1	0	0	0	0	0	1
VIRGINIA	90	50	64	9	3	0	0	1
WASHINGTON	203	97	66	5	2	0	0	6
WEST VIRGINIA	36	31	51	2	0	0	1	4
WISCONSIN	132	32	36	0	0	0	0	2
WYOMING	20	16	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	9	0	2	1	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	5	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	6,091	4,224	6,114	1,046	277	53	136	1,394
50 STATES, D.C. & P.R.	6,077	4,218	6,110	1,045	277	53	136	1,394

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.49	17.32	31.84	1.12	0.00	0.00	0.56	1.68
ALASKA	51.72	27.59	20.69	0.00	0.00	0.00	0.00	0.00
ARIZONA	21.72	36.36	34.34	4.04	0.51	0.00	0.00	3.03
ARKANSAS	30.91	36.36	18.18	1.82	3.64	0.00	7.27	1.82
CALIFORNIA	30.57	10.06	55.36	3.58	0.43	0.00	0.00	0.00
COLORADO	45.49	36.10	13.72	0.00	0.00	0.00	0.00	4.69
CONNECTICUT	62.30	11.48	16.39	6.56	1.64	0.00	0.00	1.64
DELAWARE	26.79	10.71	9.82	27.68	0.00	0.00	0.00	25.00
DISTRICT OF COLUMBIA	5.56	33.33	11.11	50.00	0.00	0.00	0.00	0.00
FLORIDA	23.30	13.96	54.50	7.49	0.00	0.00	0.00	0.75
GEORGIA	29.34	24.38	41.32	0.83	0.00	3.72	0.00	0.41
HAWAII	44.12	10.78	43.14	0.00	0.00	0.00	0.00	1.96
IDAHO	53.13	29.69	17.19	0.00	0.00	0.00	0.00	0.00
ILLINOIS	13.08	14.90	41.80	22.40	0.96	2.36	0.11	4.39
INDIANA	43.73	17.20	39.07	0.00	0.00	0.00	0.00	0.00
IOWA	37.25	39.87	16.01	0.00	0.00	0.00	0.33	6.54
KANSAS	57.28	29.13	6.80	0.97	4.85	0.00	0.00	0.97
KENTUCKY	39.31	33.10	22.76	0.69	0.00	0.00	0.00	4.14
LOUISIANA	21.04	19.06	52.48	0.74	0.00	2.23	0.00	4.46
MAINE	66.67	24.07	9.26	0.00	0.00	0.00	0.00	0.00
MARYLAND	65.43	13.58	16.67	1.23	1.23	0.00	0.00	1.85
MASSACHUSETTS	57.18	8.76	17.76	0.97	8.76	0.00	0.49	6.08
MICHIGAN	46.11	27.07	24.27	1.40	.	0.00	0.06	1.09
MINNESOTA	26.94	67.46	2.80	0.22	0.00	1.29	0.00	1.29
MISSISSIPPI	10.26	24.93	42.82	6.16	0.00	1.17	0.59	14.08
MISSOURI	45.41	9.18	13.53	27.54	1.45	0.00	0.00	2.90
MONTANA	72.00	16.00	12.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	60.96	19.18	11.64	2.05	0.00	0.00	0.00	6.16
NEVADA	29.77	67.94	2.29	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	53.33	22.22	20.00	4.44	0.00	0.00	0.00	0.00
NEW JERSEY	5.93	29.24	15.25	26.69	19.92	0.00	0.00	2.97
NEW MEXICO	48.90	15.44	33.46	0.00	0.37	0.00	0.00	1.84
NEW YORK	33.47	23.08	21.73	7.42	12.01	0.00	0.00	2.29
NORTH CAROLINA	51.53	20.61	19.22	5.57	0.00	0.00	0.00	3.06
NORTH DAKOTA	75.00	7.14	7.14	0.00	3.57	.	7.14	0.00
OHIO	14.12	15.08	13.22	3.17	0.48	0.00	.	53.93
OKLAHOMA	53.49	10.47	32.56	3.49	0.00	0.00	0.00	0.00
OREGON	61.82	20.91	14.55	0.30	0.00	0.00	0.00	2.42
PENNSYLVANIA	14.88	7.22	50.55	22.98	0.00	0.00	2.84	1.53
PUERTO RICO	31.64	30.51	3.39	0.56	23.73	0.00	0.00	10.17
RHODE ISLAND	18.64	38.98	25.42	0.00	13.56	0.00	3.39	0.00
SOUTH CAROLINA	20.90	41.04	29.85	5.97	0.00	0.37	0.00	1.87
SOUTH DAKOTA	23.64	27.27	5.45	1.82	3.64	1.82	36.36	0.00
TENNESSEE	25.12	14.73	35.51	4.11	0.00	0.00	0.00	20.53
TEXAS	14.38	41.21	26.23	2.86	0.00	0.00	5.73	9.59
UTAH	23.53	27.06	29.41	0.00	0.00	0.00	0.00	20.00
VERMONT	91.67	4.17	0.00	0.00	0.00	0.00	0.00	4.17
VIRGINIA	41.47	23.04	29.49	4.15	1.38	0.00	0.00	0.46
WASHINGTON	53.56	25.59	17.41	1.32	0.53	0.00	0.00	1.58
WEST VIRGINIA	28.80	24.80	40.80	1.60	0.00	0.00	0.80	3.20
WISCONSIN	65.35	15.84	17.82	0.00	0.00	0.00	0.00	0.99
WYOMING	54.05	43.24	0.00	0.00	0.00	2.70	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	75.00	0.00	16.67	8.33	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	37.50	62.50	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	31.50	21.85	31.62	5.41	1.43	0.27	0.70	7.21
50 STATES, D.C. & P.R.	31.47	21.84	31.64	5.41	1.43	0.27	0.70	7.22

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	195	32	67	11	0	2	1	43
ALASKA	20	35	10	0	0	0	0	0
ARIZONA	6	21	6	0	0	0	0	22
ARKANSAS	41	68	24	0	7	0	3	4
CALIFORNIA	2,728	688	952	62	107	0	0	0
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	75	33	20	3	36	0	16	36
DELAWARE	1	2	1	0	0	0	0	0
DISTRICT OF COLUMBIA	2	1	2	11	0	0	1	0
FLORIDA	100	179	8	4	3	0	0	82
GEORGIA	93	117	58	0	0	0	0	9
HAWAII	26	37	37	0	0	0	0	4
IDAHO	87	44	11	1	0	0	0	12
ILLINOIS	56	57	109	59	39	1	12	417
INDIANA	0	1	35	3	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	98	77	27	5	1	3	0	16
KENTUCKY	77	153	18	0	0	0	0	31
LOUISIANA	163	196	390	13	0	11	0	32
MAINE	67	44	10	1	0	0	1	6
MARYLAND	184	65	81	19	14	0	28	21
MASSACHUSETTS	132	65	54	9	24	0	7	394
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	88	196	7	2	0	2	0	7
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	88	28	10	20	2	0	0	60
MONTANA	65	29	7	0	0	0	0	4
NEBRASKA	89	62	77	4	1	2	0	31
NEVADA	4	3	2	0	0	3	0	64
NEW HAMPSHIRE	122	31	38	5	5	1	8	3
NEW JERSEY	65	127	62	25	1	0	0	74
NEW MEXICO	48	11	18	0	0	0	0	0
NEW YORK	149	497	329	51	12	3	2	81
NORTH CAROLINA	462	287	133	9	0	0	0	31
NORTH DAKOTA	17	4	0	0	0	0	0	2
OHIO	67	15	7	9	2	0	.	702
OKLAHOMA	55	28	16	3	2	1	0	9
OREGON	243	93	54	2	15	0	0	29
PENNSYLVANIA	11	2	2	0	0	0	0	0
PUERTO RICO	50	125	16	2	5	2	0	56
RHODE ISLAND	29	11	9	1	1	0	0	67
SOUTH CAROLINA	9	28	4	0	0	0	0	0
SOUTH DAKOTA	9	6	4	0	0	1	2	1
TENNESSEE	201	151	107	10	2	0	0	561
TEXAS	411	1,895	877	44	0	1	27	1,438
UTAH	57	72	50	1	0	0	0	7
VERMONT	55	4	5	1	2	0	0	2
VIRGINIA	116	58	41	3	0	2	1	4
WASHINGTON	977	973	424	16	16	0	0	20
WEST VIRGINIA	4	1	2	0	1	0	0	0
WISCONSIN	68	14	27	0	0	0	0	21
WYOMING	61	45	1	1	0	2	0	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	8	0	0	0	0	0	0	0
NORTHERN MARIANAS	2	3	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	5	0
BUR. OF INDIAN AFFAIRS	11	12	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	7,792	6,726	4,250	410	298	37	114	4,408
50 STATES, D.C. & P.R.	7,771	6,711	4,249	410	298	37	109	4,408

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBKKNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	55.56	9.12	19.09	3.13	0.00	0.57	0.28	12.25
ALASKA	30.77	53.85	15.38	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.91	38.18	10.91	0.00	0.00	0.00	0.00	40.00
ARKANSAS	27.89	46.26	16.33	0.00	4.76	0.00	2.04	2.72
CALIFORNIA	60.13	15.16	20.98	1.37	2.36	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	34.25	15.07	9.13	1.37	16.44	0.00	7.31	16.44
DELAWARE	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	11.76	5.88	11.76	64.71	0.00	0.00	5.88	0.00
FLORIDA	26.60	47.61	2.13	1.06	0.80	0.00	0.00	21.81
GEORGIA	33.57	42.24	20.94	0.00	0.00	0.00	0.00	3.25
HAWAII	25.00	35.58	35.58	0.00	0.00	0.00	0.00	3.85
IDAHO	56.13	28.39	7.10	0.65	0.00	0.00	0.00	7.74
ILLINOIS	7.47	7.60	14.53	7.87	5.20	0.13	1.60	55.60
INDIANA	0.00	2.56	89.74	7.69	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	43.17	33.92	11.89	2.20	0.44	1.32	0.00	7.05
KENTUCKY	27.60	54.84	6.45	0.00	0.00	0.00	0.00	11.11
LOUISIANA	20.25	24.35	48.45	1.61	0.00	1.37	0.00	3.98
MAINE	51.94	34.11	7.75	0.78	0.00	0.00	0.78	4.65
MARYLAND	44.66	15.78	19.66	4.61	3.40	0.00	6.80	5.10
MASSACHUSETTS	19.27	9.49	7.88	1.31	3.50	0.00	1.02	57.52
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	29.14	64.90	2.32	0.66	0.00	0.66	0.00	2.32
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	42.31	13.46	4.81	9.62	0.96	0.00	0.00	28.85
MONTANA	61.90	27.62	6.67	0.00	0.00	0.00	0.00	3.81
NEBRASKA	33.46	23.31	28.95	1.50	0.38	0.75	0.00	11.65
NEVADA	5.26	3.95	2.63	0.00	0.00	3.95	0.00	84.21
NEW HAMPSHIRE	57.28	14.55	17.84	2.35	2.35	0.47	3.76	1.41
NEW JERSEY	18.36	35.88	17.51	7.06	0.28	0.00	0.00	20.90
NEW MEXICO	62.34	14.29	23.38	0.00	0.00	0.00	0.00	0.00
NEW YORK	13.26	44.22	29.27	4.54	1.07	0.27	0.18	7.21
NORTH CAROLINA	50.11	31.13	14.43	0.98	0.00	0.00	0.00	3.36
NORTH DAKOTA	73.91	17.39	0.00	0.00	0.00	0.00	0.00	8.70
OHIO	8.35	1.87	0.87	1.12	0.25	0.00	.	87.53
OKLAHOMA	48.25	24.56	14.04	2.63	1.75	0.88	0.00	7.89
OREGON	55.73	21.33	12.39	0.46	3.44	0.00	0.00	6.65
PENNSYLVANIA	73.33	13.33	13.33	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	19.53	48.83	6.25	0.78	1.95	0.78	0.00	21.88
RHODE ISLAND	24.58	9.32	7.63	0.85	0.85	0.00	0.00	56.78
SOUTH CAROLINA	21.95	68.29	9.76	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	39.13	26.09	17.39	0.00	0.00	4.35	8.70	4.35
TENNESSEE	19.48	14.63	10.37	0.97	0.19	0.00	0.00	54.36
TEXAS	8.76	40.38	18.69	0.94	0.00	0.02	0.58	30.64
UTAH	30.48	38.50	26.74	0.53	0.00	0.00	0.00	3.74
VERMONT	79.71	5.80	7.25	1.45	2.90	0.00	0.00	2.90
VIRGINIA	51.56	25.78	18.22	1.33	0.00	0.89	0.44	1.78
WASHINGTON	40.27	40.11	17.48	0.66	0.66	0.00	0.00	0.82
WEST VIRGINIA	50.00	12.50	25.00	0.00	12.50	0.00	0.00	0.00
WISCONSIN	52.31	10.77	20.77	0.00	0.00	0.00	0.00	16.15
WYOMING	53.04	39.13	0.87	0.87	0.00	1.74	0.00	4.35
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	40.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	45.83	50.00	4.17	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	32.42	27.98	17.68	1.71	1.24	0.15	0.47	18.34
50 STATES, D.C. & P.R.	32.39	27.97	17.71	1.71	1.24	0.15	0.45	18.37

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SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	112	20	9	15	0	52	0	0
ALASKA	6	6	4	0	0	0	0	0
ARIZONA	24	53	29	18	1	23	0	0
ARKANSAS	17	5	9	0	0	52	0	0
CALIFORNIA	237	151	724	47	5	40	0	0
COLORADO	87	33	2	0	0	16	0	0
CONNECTICUT	38	60	57	20	12	0	2	2
DELAWARE	45	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	17	1	6	0	0	0	0	0
FLORIDA	206	69	63	5	0	71	0	0
GEORGIA	87	37	10	1	0	52	0	1
HAWAII	11	9	11	3	0	0	0	6
IDAHO	23	13	1	0	0	0	0	0
ILLINOIS	142	131	147	6	3	47	0	0
INDIANA	71	96	15	40	0	38	0	0
IOWA	37	28	1	5	0	30	0	0
KANSAS	57	8	7	6	0	9	0	0
KENTUCKY	127	48	5	4	0	65	0	3
LOUISIANA	86	43	63	0	0	30	0	5
MAINE	31	15	1	0	0	0	0	0
MARYLAND	103	20	18	7	1	63	0	0
MASSACHUSETTS	146	57	40	4	14	0	7	2
MICHIGAN	177	76	53	3	.	21	0	1
MINNESOTA	55	61	1	0	0	26	0	1
MISSISSIPPI	8	22	30	0	0	33	0	0
MISSOURI	126	20	20	28	2	26	0	0
MONTANA	31	6	6	0	0	2	0	0
NEBRASKA	57	21	3	0	0	15	0	0
NEVADA	8	1	27	0	0	0	0	0
NEW HAMPSHIRE	7	2	2	27	0	0	1	0
NEW JERSEY	140	33	28	1	11	0	1	2
NEW MEXICO	30	12	10	0	0	27	0	0
NEW YORK	205	172	103	8	50	31	0	4
NORTH CAROLINA	173	50	20	0	0	41	0	3
NORTH DAKOTA	19	1	1	2	0	4	.	.
OHIO	196	96	87	6	7	64	.	0
OKLAHOMA	60	12	12	3	0	49	0	2
OREGON	88	12	14	0	0	15	82	2
PENNSYLVANIA	361	71	39	6	1,014	1	51	0
PUERTO RICO	21	168	23	4	5	35	1	7
RHODE ISLAND	21	11	10	0	0	0	2	0
SOUTH CAROLINA	72	63	11	6	0	13	0	0
SOUTH DAKOTA	10	7	0	2	0	7	0	0
TENNESSEE	239	76	31	19	0	33	0	2
TEXAS	213	409	112	10	0	17	1	8
UTAH	52	31	12	1	0	14	0	0
VERMONT	9	2	1	0	0	0	1	0
VIRGINIA	161	21	6	2	1	35	0	0
WASHINGTON	64	36	10	0	0	25	0	0
WEST VIRGINIA	18	52	1	8	0	29	0	0
WISCONSIN	66	18	2	0	0	47	0	0
WYOMING	4	5	0	0	0	3	0	1
AMERICAN SAMOA	2	0	0	0	0	0	0	0
GUAM	6	1	2	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	3	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	4,410	2,476	1,899	317	1,126	1,201	149	52
50 STATES, D.C. & P.R.	4,401	2,471	1,897	317	1,126	1,201	149	52

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	53.85	9.62	4.33	7.21	0.00	25.00	0.00	0.00
ALASKA	37.50	37.50	25.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	16.22	35.81	19.59	12.16	0.68	15.54	0.00	0.00
ARKANSAS	20.48	6.02	10.84	0.00	0.00	62.65	0.00	0.00
CALIFORNIA	19.68	12.54	60.13	3.90	0.42	3.32	0.00	0.00
COLORADO	63.04	23.91	1.45	0.00	0.00	11.59	0.00	0.00
CONNECTICUT	19.90	31.41	29.84	10.47	6.28	0.00	1.05	1.05
DELAWARE	97.83	2.17	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	70.83	4.17	25.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	49.76	16.67	15.22	1.21	0.00	17.15	0.00	0.00
GEORGIA	46.28	19.68	5.32	0.53	0.00	27.66	0.00	0.53
HAWAII	27.50	22.50	27.50	7.50	0.00	0.00	0.00	15.00
IDAHO	62.16	35.14	2.70	0.00	0.00	0.00	0.00	0.00
ILLINOIS	29.83	27.52	30.88	1.26	0.63	9.87	0.00	0.00
INDIANA	27.31	36.92	5.77	15.38	0.00	14.62	0.00	0.00
IOWA	36.63	27.72	0.99	4.95	0.00	29.70	0.00	0.00
KANSAS	65.52	9.20	8.05	6.90	0.00	10.34	0.00	0.00
KENTUCKY	50.40	19.05	1.98	1.59	0.00	25.79	0.00	1.19
LOUISIANA	37.89	18.94	27.75	0.00	0.00	13.22	0.00	2.20
MAINE	65.96	31.91	2.13	0.00	0.00	0.00	0.00	0.00
MARYLAND	48.58	9.43	8.49	3.30	0.47	29.72	0.00	0.00
MASSACHUSETTS	54.07	21.11	14.81	1.48	5.19	0.00	2.59	0.74
MICHIGAN	53.47	22.96	16.01	0.91	.	6.34	0.00	0.30
MINNESOTA	38.19	42.36	0.69	0.00	0.00	18.06	0.00	0.69
MISSISSIPPI	8.60	23.66	32.26	0.00	0.00	35.48	0.00	0.00
MISSOURI	56.76	9.01	9.01	12.61	0.90	11.71	0.00	0.00
MONTANA	68.89	13.33	13.33	0.00	0.00	4.44	0.00	0.00
NEBRASKA	59.38	21.88	3.13	0.00	0.00	15.63	0.00	0.00
NEVADA	22.22	2.78	75.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	17.95	5.13	5.13	69.23	0.00	0.00	2.56	0.00
NEW JERSEY	64.81	15.28	12.96	0.46	5.09	0.00	0.46	0.93
NEW MEXICO	37.97	15.19	12.66	0.00	0.00	34.18	0.00	0.00
NEW YORK	35.78	30.02	17.98	1.40	8.73	5.41	0.00	0.70
NORTH CAROLINA	60.28	17.42	6.97	0.00	0.00	14.29	0.00	1.05
NORTH DAKOTA	70.37	3.70	3.70	7.41	0.00	14.81	.	.
OHIO	42.98	21.05	19.08	1.32	1.54	14.04	.	0.00
OKLAHOMA	43.48	8.70	8.70	2.17	0.00	35.51	0.00	1.45
OREGON	41.31	5.63	6.57	0.00	0.00	7.04	38.50	0.94
PENNSYLVANIA	23.40	4.60	2.53	0.39	65.72	0.06	3.31	0.00
PUERTO RICO	7.95	63.64	8.71	1.52	1.89	13.26	0.38	2.65
RHODE ISLAND	47.73	25.00	22.73	0.00	0.00	0.00	4.55	0.00
SOUTH CAROLINA	43.64	38.18	6.67	3.64	0.00	7.88	0.00	0.00
SOUTH DAKOTA	38.46	26.92	0.00	7.69	0.00	26.92	0.00	0.00
TENNESSEE	59.75	19.00	7.75	4.75	0.00	8.25	0.00	0.50
TEXAS	27.66	53.12	14.55	1.30	0.00	2.21	0.13	1.04
UTAH	47.27	28.18	10.91	0.91	0.00	12.73	0.00	0.00
VERMONT	69.23	15.38	7.69	0.00	0.00	0.00	7.69	0.00
VIRGINIA	71.24	9.29	2.65	0.88	0.44	15.49	0.00	0.00
WASHINGTON	47.41	26.67	7.41	0.00	0.00	18.52	0.00	0.00
WEST VIRGINIA	16.67	48.15	0.93	7.41	0.00	26.85	0.00	0.00
WISCONSIN	49.62	13.53	1.50	0.00	0.00	35.34	0.00	0.00
WYOMING	30.77	38.46	0.00	0.00	0.00	23.08	0.00	7.69
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	66.67	11.11	22.22	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	37.91	21.29	16.33	2.73	9.68	10.33	1.28	0.45
50 STATES, D.C. & P.R.	37.89	21.28	16.33	2.73	9.70	10.34	1.28	0.45

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXMP1A)
21OCT93

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

AUTISM

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	1	28	9	17	0	0	1
ARKANSAS	0	1	6	0	1	0	0	0
CALIFORNIA	.	.	.	.	.	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1	2	21	9	9	0	6	0
DELAWARE	3	2	1	32	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	10	0	0	0
FLORIDA	6	4	110	94	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	0	15	0	0	0	0	0
IDAHO	0	1	4	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	56	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	2	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	1	3	2	0	0	0	1	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	11	4	107	27	71	0	44	3
MICHIGAN	24	28	163	165	.	0	0	1
MINNESOTA	0	36	36	4	0	4	0	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	10	6	38	44	6	0	0	2
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	7	7	33	5	3	0
NEW MEXICO	0	0	8	0	0	0	0	0
NEW YORK	6	12	73	347	246	3	31	11
NORTH CAROLINA	10	8	149	47	2	1	0	0
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	23	30	70	0	0	0	0	0
PENNSYLVANIA	1	5	43	66	0	2	0	0
PUERTO RICO	2	11	67	14	5	0	0	7
RHODE ISLAND	0	1	1	0	1	0	1	0
SOUTH CAROLINA	0	0	37	2	0	0	0	0
SOUTH DAKOTA	0	5	1	0	0	1	3	0
TENNESSEE	6	11	67	5	3	5	0	13
TEXAS	8	58	301	48	5	1	2	1
UTAH	0	0	28	7	0	7	0	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	1	2	80	26	7	8	13	2
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	1	0	27	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	115	231	1,551	953	416	37	104	43
50 STATES, D.C. & P.R.	115	231	1,549	953	416	37	104	43

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

AUTISM

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	0.00	1.79	50.00	16.07	30.36	0.00	0.00	1.79
ARKANSAS	0.00	12.50	75.00	0.00	12.50	0.00	0.00	0.00
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	2.08	4.17	43.75	18.75	18.75	0.00	12.50	0.00
DELAWARE	7.89	5.26	2.63	84.21	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	9.09	0.00	90.91	0.00	0.00	0.00
FLORIDA	2.80	1.87	51.40	43.93	0.00	0.00	0.00	0.00
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	6.25	0.00	93.75	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	14.29	42.86	28.57	0.00	0.00	0.00	14.29	0.00
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	4.12	1.50	40.07	10.11	26.59	0.00	16.48	1.12
MICHIGAN	6.30	7.35	42.78	43.31	.	0.00	0.00	0.26
MINNESOTA	0.00	44.44	44.44	4.94	0.00	4.94	0.00	1.23
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	9.43	5.66	35.85	41.51	5.66	0.00	0.00	1.89
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	12.73	12.73	60.00	9.09	5.45	0.00
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.82	1.65	10.01	47.60	33.74	0.41	4.25	1.51
NORTH CAROLINA	4.61	3.69	68.66	21.66	0.92	0.46	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	18.70	24.39	56.91	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.85	4.27	36.75	56.41	0.00	1.71	0.00	0.00
PUERTO RICO	1.89	10.38	63.21	13.21	4.72	0.00	0.00	6.60
RHODE ISLAND	0.00	25.00	25.00	0.00	25.00	0.00	25.00	0.00
SOUTH CAROLINA	0.00	0.00	94.87	5.13	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	50.00	10.00	0.00	0.00	10.00	30.00	0.00
TENNESSEE	5.45	10.00	60.91	4.55	2.73	4.55	0.00	11.82
TEXAS	1.89	13.68	70.99	11.32	1.18	0.24	0.47	0.24
UTAH	0.00	0.00	65.12	16.28	0.00	16.28	0.00	2.33
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.72	1.44	57.55	18.71	5.04	5.76	9.35	1.44
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	3.57	0.00	96.43	0.00	0.00	0.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.33	6.70	44.96	27.62	12.06	1.07	3.01	1.25
50 STATES, D.C. & P.R.	3.34	6.70	44.92	27.64	12.06	1.07	3.02	1.25

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2	0	2	0	0	4	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	3	4	37	2	3	10	0	0
COLORADO	2	2	11	11	0	1	0	0
CONNECTICUT	0	0	2	0	0	0	1	0
DELAWARE	0	2	3	5	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	0	2	6	0	0	0	0
GEORGIA	0	0	0	0	0	9	0	0
HAWAII	1	2	0	1	0	0	0	0
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	0	2	8	1	0	10	4	0
INDIANA	0	0	20	5	0	0	0	0
IOWA	0	0	8	0	0	10	0	0
KANSAS	1	0	4	0	0	0	0	0
KENTUCKY	0	0	11	2	0	2	0	2
LOUISIANA	0	1	0	0	0	2	0	0
MAINE	0	0	2	0	0	2	1	0
MARYLAND	1	0	1	1	0	10	0	0
MASSACHUSETTS	0	0	6	2	8	0	4	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	0	0	0	0	5	0	0
MISSISSIPPI	0	0	2	1	0	2	0	0
MISSOURI	2	2	6	8	2	13	2	0
MONTANA	0	1	2	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	1	4	8	7	19	3	0
NEW MEXICO	0	0	0	0	0	0	0	6
NEW YORK	3	7	10	5	4	0	0	0
NORTH CAROLINA	1	0	0	0	0	9	0	0
NORTH DAKOTA	.	.	.	.	0	5	.	.
OHIO	2	1	2	5	0	0	.	0
OKLAHOMA	1	0	5	2	0	0	1	1
OREGON	1	0	2	0	0	0	0	0
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	0	1	4	21	0	0	0	2
RHODE ISLAND	0	0	1	0	1	0	0	0
SOUTH CAROLINA	0	1	1	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	4	2	0
TENNESSEE	2	1	0	1	0	1	0	0
TEXAS	0	4	17	2	0	2	0	2
UTAH	0	1	10	9	0	7	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	1	1	0
WASHINGTON	1	0	6	0	0	1	0	0
WEST VIRGINIA	0	0	0	0	0	8	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	1	1	0	1	0	0	0
* NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	1	0	0	2	2	0
U.S. AND OUTLYING AREAS	27	36	193	105	26	140	21	13
50 STATES, D.C. & P.R.	27	34	190	103	25	138	19	13

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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21OCT93

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	25.00	0.00	25.00	0.00	0.00	50.00	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	5.08	6.78	62.71	3.39	5.08	16.95	0.00	0.00
COLORADO	7.41	7.41	40.74	40.74	0.00	3.70	0.00	0.00
CONNECTICUT	0.00	0.00	66.67	0.00	0.00	0.00	33.33	0.00
DELAWARE	0.00	20.00	30.00	50.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
HAWAII	25.00	50.00	0.00	25.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	8.00	32.00	4.00	0.00	40.00	16.00	0.00
INDIANA	0.00	0.00	80.00	20.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	44.44	0.00	0.00	55.56	0.00	0.00
KANSAS	20.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	64.71	11.76	0.00	11.76	0.00	11.76
LOUISIANA	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
MAINE	0.00	0.00	40.00	0.00	0.00	40.00	20.00	0.00
MARYLAND	7.69	0.00	7.69	7.69	0.00	76.92	0.00	0.00
MASSACHUSETTS	0.00	0.00	30.00	10.00	40.00	0.00	20.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	16.67	0.00	0.00	0.00	0.00	83.33	0.00	0.00
MISSISSIPPI	0.00	0.00	40.00	20.00	0.00	40.00	0.00	0.00
MISSOURI	5.71	5.71	17.14	22.86	5.71	37.14	5.71	0.00
MONTANA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	2.38	9.52	19.05	16.67	45.24	7.14	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW YORK	10.34	24.14	34.48	17.24	13.79	0.00	0.00	0.00
NORTH CAROLINA	10.00	0.00	0.00	0.00	0.00	90.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	0.00	100.00	.	.
OHIO	20.00	10.00	20.00	50.00	0.00	0.00	.	0.00
OKLAHOMA	10.00	0.00	50.00	20.00	0.00	0.00	10.00	10.00
OREGON	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	3.57	14.29	75.00	0.00	0.00	0.00	7.14
RHODE ISLAND	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	66.67	33.33	0.00
TENNESSEE	40.00	20.00	0.00	20.00	0.00	20.00	0.00	0.00
TEXAS	0.00	14.81	62.96	7.41	0.00	7.41	0.00	7.41
UTAH	0.00	3.70	37.04	33.33	0.00	25.93	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00	50.00	50.00	0.00
WASHINGTON	12.50	0.00	75.00	0.00	0.00	12.50	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	33.33	33.33	0.00	33.33	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	16.67	16.67	0.00	0.00	33.33	33.33	0.00
U.S. AND OUTLYING AREAS	4.81	6.42	34.40	18.72	4.63	24.96	3.74	2.32
50 STATES, D.C. & P.R.	4.92	6.19	34.61	18.76	4.55	25.14	3.46	2.37

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CNTL(LBXXNP1A)
21OCT93

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	2	3	0	0	0	0	0
ARIZONA	0	1	1	0	0	0	0	1
ARKANSAS	3	0	2	0	0	0	0	0
CALIFORNIA	.	0	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	4	4	1	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0	0	0
IDAHO	4	0	1	3	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	1	4	2	0	0	0	0	1
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	18	16	38	15	26	0	7	13
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	8	14	6	0	2	0	0	4
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	1	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	18	30	78	2	461	1	22	0
PUERTO RICO	0	0	1	0	0	0	0	1
RHODE ISLAND	1	0	1	0	0	0	1	0
SOUTH CAROLINA	0	5	0	0	0	0	0	0
SOUTH DAKOTA	3	0	2	0	0	0	0	0
TENNESSEE	9	11	11	1	1	0	0	1
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	1	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	2	0	0	0	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	1	4	1	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	72	92	150	21	490	1	30	21
50 STATES, D.C. & P.R.	72	92	149	21	490	1	30	21

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	0.00	40.00	60.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	33.33	33.33	0.00	0.00	0.00	0.00	33.33
ARKANSAS	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	44.44	44.44	11.11	0.00	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	50.00	0.00	12.50	37.50	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	12.50	50.00	25.00	0.00	0.00	0.00	0.00	12.50
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	13.53	12.03	28.57	11.28	19.55	0.00	5.26	9.77
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	23.53	41.18	17.65	0.00	5.88	0.00	0.00	11.76
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.94	4.90	12.75	0.33	75.33	0.16	3.59	0.00
PUERTO RICO	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
RHODE ISLAND	33.33	0.00	33.33	0.00	0.00	0.00	33.33	0.00
SOUTH CAROLINA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	26.47	32.35	32.35	2.94	2.94	0.00	0.00	2.94
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	16.67	66.67	16.67	0.00	0.00	0.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.21	10.49	17.10	2.39	55.87	0.11	3.42	2.39
50 STATES, D.C. & P.R.	8.22	10.50	17.01	2.40	55.94	0.11	3.42	2.40

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,338	1,547	2,177	160	10	79	6	66
ALASKA	183	132	209	5	0	1	0	3
ARIZONA	138	1,008	1,222	199	74	30	24	23
ARKANSAS	604	1,151	340	13	59	97	5	7
CALIFORNIA	1,307	6,265	8,965	581	637	581	0	32
COLORADO	307	1,156	764	135	9	172	8	32
CONNECTICUT	1,094	842	606	282	201	4	91	28
DELAWARE	132	245	122	64	0	0	17	10
DISTRICT OF COLUMBIA	73	187	104	104	70	2	54	0
FLORIDA	2,073	1,830	3,320	1,420	26	53	2	18
GEORGIA	1,020	1,627	1,255	45	1	223	3	6
HAWAII	92	138	243	9	0	0	0	0
IDAHO	233	231	181	11	6	4	0	3
ILLINOIS	408	3,572	3,715	1,110	813	518	144	60
INDIANA	388	2,389	1,650	885	0	80	21	0
IOWA	53	1,934	629	201	0	55	30	2
KANSAS	515	642	452	92	9	116	9	12
KENTUCKY	398	1,836	732	165	23	60	0	39
LOUISIANA	1,015	711	1,905	289	3	320	14	57
MAINE	474	502	204	19	27	8	14	9
MARYLAND	1,206	660	691	794	168	88	154	19
MASSACHUSETTS	3,345	1,184	1,769	459	597	0	293	203
MICHIGAN	2,325	2,631	2,184	1,884	.	104	10	20
MINNESOTA	293	1,860	517	250	5	115	2	16
MISSISSIPPI	373	1,287	695	43	0	127	5	24
MISSOURI	1,800	3,166	1,006	1,124	51	64	14	35
MONTANA	297	241	136	4	0	5	1	2
NEBRASKA	460	319	449	54	13	56	4	17
NEVADA	89	319	131	122	0	0	0	9
NEW HAMPSHIRE	618	233	133	23	63	2	30	10
NEW JERSEY	482	2,344	2,962	1,250	1,023	192	48	83
NEW MEXICO	889	105	432	0	3	21	3	36
NEW YORK	329	6,317	8,016	3,609	1,124	262	283	232
NORTH CAROLINA	1,358	1,678	1,033	433	40	150	91	21
NORTH DAKOTA	333	91	157	3	1	11	14	5
OHIO	2,347	3,970	1,538	404	91	223	.	183
OKLAHOMA	1,010	968	576	86	3	68	3	25
OREGON	890	588	645	14	40	25	3	26
PENNSYLVANIA	2,438	3,899	2,781	934	445	91	208	49
PUERTO RICO	72	710	1,127	523	294	59	28	340
RHODE ISLAND	342	190	348	33	84	0	28	19
SOUTH CAROLINA	372	1,419	979	228	1	128	0	16
SOUTH DAKOTA	105	274	62	20	48	26	83	3
TENNESSEE	1,758	1,658	1,381	184	127	141	6	131
TEXAS	1,553	6,917	8,542	1,061	45	408	244	302
UTAH	238	263	497	372	0	205	0	12
VERMONT	274	26	127	14	6	8	21	13
VIRGINIA	1,415	1,990	1,633	170	41	222	75	24
WASHINGTON	1,511	1,169	1,225	67	4	171	0	12
WEST VIRGINIA	166	1,529	664	95	7	27	3	7
WISCONSIN	949	1,594	1,401	136	3	112	0	13
WYOMING	657	638	49	12	0	50	9	2
AMERICAN SAMOA	1	5	2	0	0	0	0	0
GUAM	15	21	58	1	9	0	0	1
NORTHERN MARIANAS	5	8	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	0	56	10	0	0	8	0
BUR. OF INDIAN AFFAIRS	89	173	36	0	0	2	4	0
U.S. AND OUTLYING AREAS	42,252	78,389	72,834	20,205	6,304	5,566	2,117	2,317
50 STATES, D.C. & P.R.	42,139	78,182	72,681	20,194	6,295	5,564	2,105	2,316

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	24.86	28.74	40.44	2.97	0.19	1.47	0.11	1.23
ALASKA	34.33	24.77	39.21	0.94	0.00	0.19	0.00	0.56
ARIZONA	5.08	37.09	44.96	7.32	2.72	1.10	0.88	0.85
ARKANSAS	26.54	50.57	14.94	0.57	2.59	4.26	0.22	0.31
CALIFORNIA	7.12	34.11	48.81	3.16	3.47	3.16	0.00	0.17
COLORADO	11.89	44.75	29.58	5.23	0.35	6.66	0.31	1.24
CONNECTICUT	34.75	26.75	19.25	8.96	6.39	0.13	2.89	0.89
DELAWARE	22.37	41.53	20.68	10.85	0.00	0.00	2.88	1.69
DISTRICT OF COLUMBIA	12.29	31.48	17.51	17.51	11.78	0.34	9.09	0.00
FLORIDA	23.71	20.93	37.98	16.24	0.30	0.61	0.02	0.21
GEORGIA	24.40	38.92	30.02	1.08	0.02	5.33	0.07	0.14
HAWAII	19.09	28.63	50.41	1.87	0.00	0.00	0.00	0.00
IDAHO	34.83	34.53	27.06	1.64	0.90	0.60	0.00	0.45
ILLINOIS	3.95	34.55	35.93	10.74	7.86	5.01	1.39	0.58
INDIANA	7.17	44.13	30.48	16.35	0.00	1.48	0.39	0.00
IOWA	1.83	66.60	21.66	6.92	0.00	1.89	1.03	0.07
KANSAS	27.88	34.76	24.47	4.98	0.49	6.28	0.49	0.65
KENTUCKY	12.23	56.44	22.50	5.07	0.71	1.84	0.00	1.20
LOUISIANA	23.53	16.48	44.16	6.70	0.07	7.42	0.32	1.32
MAINE	37.71	39.94	16.23	1.51	2.15	0.64	1.11	0.72
MARYLAND	31.90	17.46	18.28	21.01	4.44	2.33	4.07	0.50
MASSACHUSETTS	42.61	15.08	22.54	5.85	7.61	0.00	3.73	2.59
MICHIGAN	25.39	28.73	23.85	20.57	.	1.14	0.11	0.22
MINNESOTA	9.58	60.82	16.91	8.18	0.16	3.76	0.07	0.52
MISSISSIPPI	14.60	50.39	27.21	1.68	0.00	4.97	0.20	0.94
MISSOURI	24.79	43.61	13.86	15.48	0.70	0.88	0.19	0.48
MONTANA	43.29	35.13	19.83	0.58	0.00	0.73	0.15	0.29
NEBRASKA	33.53	23.25	32.73	3.94	0.95	4.08	0.29	1.24
NEVADA	13.28	47.61	19.55	18.21	0.00	0.00	0.00	1.34
NEW HAMPSHIRE	55.58	20.95	11.96	2.07	5.67	0.18	2.70	0.90
NEW JERSEY	5.75	27.96	35.33	14.91	12.20	2.29	0.57	0.99
NEW MEXICO	59.70	7.05	29.01	0.00	0.20	1.41	0.20	2.42
NEW YORK	1.63	31.32	39.74	17.89	5.57	1.30	1.40	1.15
NORTH CAROLINA	28.27	34.93	21.50	9.01	0.83	3.12	1.89	0.44
NORTH DAKOTA	54.15	14.80	25.53	0.49	0.16	1.79	2.28	0.81
OHIO	26.80	45.34	17.57	4.61	1.04	2.55	.	2.09
OKLAHOMA	36.87	35.34	21.03	3.14	0.11	2.48	0.11	0.91
OREGON	39.89	26.36	28.91	0.63	1.79	1.12	0.13	1.17
PENNSYLVANIA	22.48	35.95	25.64	8.61	4.10	0.84	1.92	0.45
PUERTO RICO	2.28	22.52	35.74	16.59	9.32	1.87	0.89	10.78
RHODE ISLAND	32.76	18.20	33.33	3.16	8.05	0.00	2.68	1.82
SOUTH CAROLINA	11.84	45.15	31.15	7.25	0.03	4.07	0.00	0.51
SOUTH DAKOTA	16.91	44.12	9.98	3.22	7.73	4.19	13.37	0.48
TENNESSEE	32.64	30.78	25.64	3.42	2.36	2.62	0.11	2.43
TEXAS	8.14	36.27	44.79	5.56	0.24	2.14	1.28	1.58
UTAH	15.00	16.57	31.32	23.44	0.00	12.92	0.00	0.76
VERMONT	56.03	5.32	25.97	2.86	1.23	1.64	4.29	2.66
VIRGINIA	25.40	35.73	29.32	3.05	0.74	3.99	1.35	0.43
WASHINGTON	36.33	28.11	29.45	1.61	0.10	4.11	0.00	0.29
WEST VIRGINIA	6.65	61.21	26.58	3.80	0.28	1.08	0.12	0.28
WISCONSIN	22.55	37.88	33.29	3.23	0.07	2.66	0.00	0.31
WYOMING	46.37	45.02	3.46	0.85	0.00	3.53	0.64	0.14
AMERICAN SAMOA	12.50	62.50	25.00	0.00	0.00	0.00	0.00	0.00
GUAM	14.29	20.00	55.24	0.95	8.57	0.00	0.00	0.95
NORTHERN MARIANAS	35.71	57.14	7.14	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3.90	0.00	72.73	12.99	0.00	0.00	10.39	0.00
BUR. OF INDIAN AFFAIRS	29.28	56.91	11.84	0.00	0.00	0.66	1.32	0.00
U.S. AND OUTLYING AREAS	18.37	34.08	31.67	8.79	2.74	2.42	0.92	1.01
50 STATES, D.C. & P.R.	18.36	34.07	31.67	8.80	2.74	2.42	0.92	1.01

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SOURCE: ANNUAL.CNTL(LBXXNP1A)
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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	977	942	236	1	0	0	0	5
ALASKA	161	108	79	0	0	0	0	0
ARIZONA	114	862	436	23	0	0	0	3
ARKANSAS	505	780	65	0	1	0	0	4
CALIFORNIA	431	5,905	2,633	171	90	0	0	0
COLORADO	195	829	113	5	0	115	0	2
CONNECTICUT	810	510	154	25	34	0	7	6
DELAWARE	83	165	63	0	0	0	0	2
DISTRICT OF COLUMBIA	62	135	7	22	6	0	0	0
FLORIDA	1,505	1,316	1,305	31	7	0	0	1
GEORGIA	582	559	84	2	0	0	0	0
HAWAII	76	115	54	0	0	0	0	0
IDAHO	192	159	25	1	0	1	0	0
ILLINOIS	212	3,099	1,268	34	21	25	1	2
INDIANA	268	2,015	178	33	0	0	0	0
IOWA	11	1,172	23	24	0	0	0	1
KANSAS	366	397	65	4	0	3	0	2
KENTUCKY	221	1,014	87	7	0	5	0	4
LOUISIANA	856	549	636	5	0	7	0	17
MAINE	310	281	22	2	0	0	3	2
MARYLAND	862	496	401	59	7	0	1	1
MASSACHUSETTS	2,294	849	666	77	80	0	30	12
MICHIGAN	1,711	1,716	561	23	.	6	0	4
MINNESOTA	183	796	21	16	0	8	0	2
MISSISSIPPI	310	888	267	0	0	0	0	3
MISSOURI	1,464	2,528	100	20	6	0	0	2
MONTANA	218	198	30	0	0	0	0	2
NEBRASKA	339	185	49	0	1	0	0	3
NEVADA	67	266	34	0	0	0	0	0
NEW HAMPSHIRE	463	142	56	0	7	0	8	4
NEW JERSEY	263	2,022	1,843	135	165	5	8	23
NEW MEXICO	603	78	47	0	0	2	0	0
NEW YORK	154	5,299	4,929	595	43	17	0	75
NORTH CAROLINA	956	823	88	0	0	0	0	0
NORTH DAKOTA	285	58	4	0	0	1	0	0
OHIO	1,796	1,763	158	14	35	39	.	3
OKLAHOMA	851	585	63	2	2	0	2	5
OREGON	663	362	37	2	17	0	0	5
PENNSYLVANIA	1,873	2,461	541	19	0	27	0	2
PUERTO RICO	22	289	116	77	41	9	12	5
RHODE ISLAND	308	155	161	17	14	0	4	2
SOUTH CAROLINA	218	793	146	0	0	0	0	2
SOUTH DAKOTA	90	195	2	0	2	0	1	0
TENNESSEE	1,421	1,127	272	14	9	1	0	5
TEXAS	1,217	5,431	4,402	56	3	0	10	21
UTAH	150	169	121	20	0	2	0	2
VERMONT	146	8	4	1	2	2	3	0
VIRGINIA	1,162	1,180	327	4	3	36	6	0
WASHINGTON	1,074	741	237	5	0	2	0	1
WEST VIRGINIA	139	1,057	129	0	0	1	1	1
WISCONSIN	631	901	121	1	0	12	0	1
WYOMING	224	238	5	3	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	12	18	27	0	0	0	0	0
NORTHERN MARIANAS	5	3	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	59	110	13	0	0	0	0	0
U.S. AND OUTLYING AREAS	30,172	54,842	23,514	1,550	596	327	97	237
50 STATES, D.C. & P.R.	30,094	54,711	23,471	1,550	596	327	97	237

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.21	43.59	10.92	0.05	0.00	0.00	0.00	0.23
ALASKA	46.26	31.03	22.70	0.00	0.00	0.00	0.00	0.00
ARIZONA	7.93	59.94	30.32	1.60	0.00	0.00	0.00	0.21
ARKANSAS	37.27	57.56	4.80	0.00	0.07	0.00	0.00	0.30
CALIFORNIA	4.67	63.98	28.53	1.85	0.98	0.00	0.00	0.00
COLORADO	15.49	65.85	8.98	0.40	0.00	9.13	0.00	0.16
CONNECTICUT	52.39	32.99	9.96	1.62	2.20	0.00	0.45	0.39
DELAWARE	26.52	52.72	20.13	0.00	0.00	0.00	0.00	0.64
DISTRICT OF COLUMBIA	26.72	58.19	3.02	9.48	2.59	0.00	0.00	0.00
FLORIDA	36.13	31.60	31.33	0.74	0.17	0.00	0.00	0.02
GEORGIA	47.43	45.56	6.85	0.16	0.00	0.00	0.00	0.00
HAWAII	31.02	46.94	22.04	0.00	0.00	0.00	0.00	0.00
IDAHO	50.79	42.06	6.61	0.26	0.00	0.26	0.00	0.00
ILLINOIS	4.55	66.47	27.20	0.73	0.45	0.54	0.02	0.04
INDIANA	10.75	80.79	7.14	1.32	0.00	0.00	0.00	0.00
IOWA	0.89	95.21	1.87	1.95	0.00	0.00	0.00	0.08
KANSAS	43.73	47.43	7.77	0.48	0.00	0.36	0.00	0.24
KENTUCKY	16.52	75.78	6.50	0.52	0.00	0.37	0.00	0.30
LOUISIANA	41.35	26.52	30.72	0.24	0.00	0.34	0.00	0.82
MAINE	50.00	45.32	3.55	0.32	0.00	0.00	0.48	0.32
MARYLAND	47.18	27.15	21.95	3.23	0.38	0.00	0.05	0.05
MASSACHUSETTS	57.24	21.18	16.62	1.92	2.00	0.00	0.75	0.30
MICHIGAN	42.55	42.68	13.95	0.57	.	0.15	0.00	0.10
MINNESOTA	17.84	77.58	2.05	1.56	0.00	0.78	0.00	0.19
MISSISSIPPI	21.12	60.49	18.19	0.00	0.00	0.00	0.00	0.20
MISSOURI	35.53	61.36	2.43	0.49	0.15	0.00	0.00	0.05
MONTANA	48.66	44.20	6.70	0.00	0.00	0.00	0.00	0.45
NEBRASKA	58.75	32.06	8.49	0.00	0.17	0.00	0.00	0.52
NEVADA	18.26	72.48	9.26	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	68.09	20.88	8.24	0.00	1.03	0.00	1.18	0.59
NEW JERSEY	5.89	45.30	41.29	3.02	3.70	0.11	0.18	0.52
NEW MEXICO	82.60	10.68	6.44	0.00	0.00	0.27	0.00	0.00
NEW YORK	1.39	47.69	44.36	5.35	0.39	0.15	0.00	0.67
NORTH CAROLINA	51.21	44.08	4.71	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	81.90	16.67	1.15	0.00	0.00	0.29	0.00	0.00
OHIO	47.16	46.30	4.15	0.37	0.92	1.02	.	0.08
OKLAHOMA	56.36	38.74	4.17	0.13	0.13	0.00	0.13	0.33
OREGON	61.05	33.33	3.41	0.18	1.57	0.00	0.00	0.46
PENNSYLVANIA	38.05	49.99	10.99	0.39	0.00	0.55	0.00	0.04
PUERTO RICO	3.85	50.61	20.32	13.49	7.18	1.58	2.10	0.88
RHODE ISLAND	46.60	23.45	24.36	2.57	2.12	0.00	0.61	0.30
SOUTH CAROLINA	18.81	68.42	12.60	0.00	0.00	0.00	0.00	0.17
SOUTH DAKOTA	31.03	67.24	0.69	0.00	0.69	0.00	0.34	0.00
TENNESSEE	49.88	39.56	9.55	0.49	0.32	0.04	0.00	0.18
TEXAS	10.92	48.75	39.52	0.50	0.03	0.00	0.09	0.19
UTAH	32.33	36.42	26.08	4.31	0.00	0.43	0.00	0.43
VERMONT	87.95	4.82	2.41	0.60	1.20	1.20	1.81	0.00
VIRGINIA	42.75	43.41	12.03	0.15	0.11	1.32	0.22	0.00
WASHINGTON	52.14	35.97	11.50	0.24	0.00	0.10	0.00	0.05
WEST VIRGINIA	10.47	79.59	9.71	0.00	0.00	0.08	0.08	0.08
WISCONSIN	37.85	54.05	7.26	0.06	0.00	0.72	0.00	0.06
WYOMING	47.56	50.53	1.06	0.64	0.00	0.21	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	21.05	31.58	47.37	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	62.50	37.50	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	40.00	0.00	60.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	32.42	60.44	7.14	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	27.10	49.26	21.12	1.39	0.54	0.29	0.09	0.21
50 STATES, D.C. & P.R.	27.09	49.25	21.13	1.40	0.54	0.29	0.09	0.21

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	28	2	0	0	0	0	0	0
ALASKA	4	1	0	0	0	0	0	0
ARIZONA	2	13	4	1	0	0	0	0
ARKANSAS	7	2	3	0	0	1	0	0
CALIFORNIA	350	84	139	9	3	0	0	0
COLORADO	20	20	3	0	0	0	0	0
CONNECTICUT	34	18	1	1	4	0	0	0
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	193	10	10	0	0	0	0	0
GEORGIA	21	2	0	0	0	0	0	0
HAWAII	2	2	1	0	0	0	0	0
IDAHO	5	0	0	0	0	0	0	0
ILLINOIS	112	17	21	1	0	1	1	0
INDIANA	56	0	0	13	0	0	0	0
IOWA	20	2	0	0	0	0	0	0
KANSAS	10	0	0	0	0	0	0	0
KENTUCKY	27	0	0	0	0	0	0	0
LOUISIANA	67	13	25	1	0	1	0	0
MAINE	36	8	2	1	0	0	0	0
MARYLAND	66	20	33	18	2	0	3	0
MASSACHUSETTS	777	79	138	8	16	0	12	9
MICHIGAN	58	7	4	3	.	0	5	0
MINNESOTA	6	33	1	0	0	0	0	1
MISSISSIPPI	24	16	4	0	0	0	0	0
MISSOURI	70	10	2	12	0	0	0	0
MONTANA	10	0	2	0	0	0	0	0
NEBRASKA	20	2	0	0	0	0	0	0
NEVADA	5	1	3	1	0	0	0	0
NEW HAMPSHIRE	27	25	9	0	2	0	2	0
NEW JERSEY	163	14	22	0	21	0	1	0
NEW MEXICO	157	19	41	0	0	1	0	1
NEW YORK	43	52	63	17	0	0	0	2
NORTH CAROLINA	27	2	1	0	0	0	0	0
NORTH DAKOTA	18	0	0	0	0	.	0	0
OHIO	78	0	0	0	10	0	.	0
OKLAHOMA	14	2	0	0	0	0	0	0
OREGON	44	20	20	0	2	0	0	0
PENNSYLVANIA	108	1	4	1	0	1	0	0
PUERTO RICO	1	7	4	1	2	0	0	1
RHODE ISLAND	6	2	0	1	0	0	0	0
SOUTH CAROLINA	26	3	1	0	0	0	0	0
SOUTH DAKOTA	1	5	0	2	0	0	0	0
TENNESSEE	60	41	18	1	0	0	0	1
TEXAS	102	31	27	6	0	0	5	1
UTAH	13	6	3	0	0	0	0	0
VERMONT	15	5	2	0	0	1	1	0
VIRGINIA	23	26	1	0	0	4	0	0
WASHINGTON	62	1	0	0	0	0	0	0
WEST VIRGINIA	1	5	0	0	0	0	0	0
WISCONSIN	54	10	0	0	0	1	0	0
WYOMING	44	35	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	24	18	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,142	692	613	98	62	11	30	16
50 STATES, D.C. & P.R.	3,118	674	613	98	62	11	30	16

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SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	93.33	6.67	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.00	65.00	20.00	5.00	0.00	0.00	0.00	0.00
ARKANSAS	53.85	15.38	23.08	0.00	0.00	7.69	0.00	0.00
CALIFORNIA	59.83	14.36	23.76	1.54	0.51	0.00	0.00	0.00
COLORADO	46.51	46.51	6.98	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	58.62	31.03	1.72	1.72	6.90	0.00	0.00	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	90.61	4.69	4.69	0.00	0.00	0.00	0.00	0.00
GEORGIA	91.30	8.70	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	73.20	11.11	13.73	0.65	0.00	0.65	0.65	0.00
INDIANA	81.16	0.00	0.00	18.84	0.00	0.00	0.00	0.00
IOWA	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	62.62	12.15	23.36	0.93	0.00	0.93	0.00	0.00
MAINE	76.60	17.02	4.26	2.13	0.00	0.00	0.00	0.00
MARYLAND	46.48	14.08	23.24	12.68	1.41	0.00	2.11	0.00
MASSACHUSETTS	74.78	7.60	13.28	0.77	1.54	0.00	1.15	0.87
MICHIGAN	75.32	9.09	5.19	3.90	.	0.00	6.49	0.00
MINNESOTA	14.63	80.49	2.44	0.00	0.00	0.00	0.00	2.44
MISSISSIPPI	54.55	36.36	9.09	0.00	0.00	0.00	0.00	0.00
MISSOURI	74.47	10.64	2.13	12.77	0.00	0.00	0.00	0.00
MONTANA	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
NEBRASKA	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	50.00	10.00	30.00	10.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	41.54	38.46	13.85	0.00	3.08	0.00	3.08	0.00
NEW JERSEY	73.76	6.33	9.95	0.00	9.50	0.00	0.45	0.00
NEW MEXICO	71.69	8.68	18.72	0.00	0.00	0.46	0.00	0.46
NEW YORK	24.29	29.38	35.59	9.60	0.00	0.00	0.00	1.13
NORTH CAROLINA	90.00	6.67	3.33	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	.	0.00	0.00
OHIO	88.64	0.00	0.00	0.00	11.36	0.00	.	0.00
OKLAHOMA	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	51.16	23.26	23.26	0.00	2.33	0.00	0.00	0.00
PENNSYLVANIA	93.91	0.87	3.48	0.87	0.00	0.87	0.00	0.00
PUERTO RICO	6.25	43.75	25.00	6.25	12.50	0.00	0.00	6.25
RHODE ISLAND	66.67	22.22	0.00	11.11	0.00	0.00	0.00	0.00
SOUTH CAROLINA	86.67	10.00	3.33	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	12.50	62.50	0.00	25.00	0.00	0.00	0.00	0.00
TENNESSEE	49.59	33.88	14.88	0.83	0.00	0.00	0.00	0.83
TEXAS	59.30	18.02	15.70	3.49	0.00	0.00	2.91	0.58
UTAH	59.09	27.27	13.64	0.00	0.00	0.00	0.00	0.00
VERMONT	62.50	20.83	8.33	0.00	0.00	4.17	4.17	0.00
VIRGINIA	42.59	48.15	1.85	0.00	0.00	7.41	0.00	0.00
WASHINGTON	98.41	1.59	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	16.67	83.33	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	83.08	15.38	0.00	0.00	0.00	1.54	0.00	0.00
WYOMING	55.00	43.75	1.25	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	57.14	42.86	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	67.37	14.84	13.14	2.10	1.33	0.24	0.64	0.34
50 STATES, D.C. & P.R.	67.46	14.58	13.26	2.12	1.34	0.24	0.65	0.35

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	202	526	1,764	128	10	2	2	10
ALASKA	2	8	65	1	0	0	0	0
ARIZONA	7	55	581	87	26	0	0	6
ARKANSAS	74	341	234	8	43	73	3	2
CALIFORNIA	93	29	3,896	253	73	344	0	3
COLORADO	4	69	332	20	9	3	1	3
CONNECTICUT	14	120	262	138	27	0	10	2
DELAWARE	26	35	49	31	0	0	13	0
DISTRICT OF COLUMBIA	0	39	90	69	16	0	2	0
FLORIDA	43	186	1,445	1,152	9	0	0	1
GEORGIA	185	825	1,008	20	0	141	2	3
HAWAII	0	12	98	0	0	0	0	0
IDAHO	20	52	135	8	5	3	0	2
ILLINOIS	18	113	1,707	738	423	99	83	2
INDIANA	12	235	1,275	637	0	17	2	0
IOWA	1	523	385	127	0	11	3	0
KANSAS	26	145	298	54	4	13	7	0
KENTUCKY	108	699	525	122	8	5	0	19
LOUISIANA	15	63	898	224	1	201	13	17
MAINE	22	92	109	4	17	0	0	3
MARYLAND	108	66	162	398	42	0	34	3
MASSACHUSETTS	105	158	501	36	57	0	38	8
MICHIGAN	112	477	1,155	1,295	.	4	0	1
MINNESOTA	20	614	449	143	4	32	2	4
MISSISSIPPI	28	352	362	32	0	71	0	5
MISSOURI	74	282	768	920	17	13	8	13
MONTANA	29	26	64	0	0	2	0	0
NEBRASKA	45	87	303	45	7	20	2	1
NEVADA	5	11	71	85	0	0	0	2
NEW HAMPSHIRE	42	27	45	6	18	0	5	4
NEW JERSEY	3	10	519	464	172	29	4	6
NEW MEXICO	41	0	206	0	2	0	0	22
NEW YORK	1	170	1,447	1,727	132	43	45	12
NORTH CAROLINA	163	658	756	340	34	18	72	6
NORTH DAKOTA	14	22	147	3	1	1	7	2
OHIO	314	1,799	831	114	9	90	.	18
OKLAHOMA	114	339	373	30	1	0	1	6
OREGON	40	115	484	7	5	0	1	5
PENNSYLVANIA	159	1,073	1,899	653	48	44	34	5
PUERTO RICO	22	332	894	372	197	39	12	119
RHODE ISLAND	4	8	142	1	32	0	7	4
SOUTH CAROLINA	73	489	750	198	0	79	0	6
SOUTH DAKOTA	4	53	40	7	33	8	45	0
TENNESSEE	111	391	801	118	72	82	4	15
TEXAS	11	451	2,511	613	30	280	16	14
UTAH	15	20	221	151	0	12	0	0
VERMONT	62	10	94	1	1	0	1	2
VIRGINIA	61	565	975	124	6	60	18	11
WASHINGTON	88	199	573	38	2	10	0	0
WEST VIRGINIA	5	357	476	84	5	0	0	4
WISCONSIN	31	181	473	66	1	13	0	2
WYOMING	163	180	34	0	0	23	6	1
AMERICAN SAMOA	1	4	1	0	0	0	0	0
GUAM	1	2	27	1	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	48	8	0	0	2	0
BUR. OF INDIAN AFFAIRS	0	22	8	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,941	13,717	33,766	11,901	1,600	1,885	505	374
50 STATES, D.C. & P.R.	2,939	13,689	33,682	11,892	1,599	1,885	503	374

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	7.64	19.89	66.72	4.84	0.38	0.08	0.08	0.38
ALASKA	2.63	10.53	85.53	1.32	0.00	0.00	0.00	0.00
ARIZONA	0.92	7.22	76.25	11.42	3.41	0.00	0.00	0.79
ARKANSAS	9.51	43.83	30.08	1.03	5.53	9.38	0.39	0.26
CALIFORNIA	1.98	0.62	83.05	5.39	1.56	7.33	0.00	0.06
COLORADO	0.91	15.65	75.28	4.54	2.04	0.68	0.23	0.68
CONNECTICUT	2.44	20.94	45.72	24.08	4.71	0.00	1.75	0.35
DELAWARE	16.88	22.73	31.82	20.13	0.00	0.00	8.44	0.00
DISTRICT OF COLUMBIA	0.00	18.06	41.67	31.94	7.41	0.00	0.93	0.00
FLORIDA	1.52	6.56	50.95	40.62	0.32	0.00	0.00	0.04
GEORGIA	8.47	37.77	46.15	0.92	0.00	6.46	0.09	0.14
HAWAII	0.00	10.91	89.09	0.00	0.00	0.00	0.00	0.00
IDAHO	8.89	23.11	60.00	3.56	2.22	1.33	0.00	0.89
ILLINOIS	0.57	3.55	53.63	23.19	13.29	3.11	2.61	0.06
INDIANA	0.55	10.79	58.54	29.25	0.00	0.78	0.09	0.00
IOWA	0.10	49.81	36.67	12.10	0.00	1.05	0.29	0.00
KANSAS	4.75	26.51	54.48	9.87	0.73	2.38	1.28	0.00
KENTUCKY	7.27	47.04	35.33	8.21	0.54	0.34	0.00	1.28
LOUISIANA	1.05	4.40	62.71	15.64	0.07	14.04	0.91	1.19
MAINE	8.91	37.25	44.13	1.62	6.88	0.00	0.00	1.21
MARYLAND	13.28	8.12	19.93	48.95	5.17	0.00	4.18	0.37
MASSACHUSETTS	11.63	17.50	55.48	3.99	6.31	0.00	4.21	0.89
MICHIGAN	3.68	15.67	37.94	42.54	.	0.13	0.00	0.03
MINNESOTA	1.58	48.42	35.41	11.28	0.32	2.52	0.16	0.32
MISSISSIPPI	3.29	41.41	42.59	3.76	0.00	8.35	0.00	0.59
MISSOURI	3.53	13.46	36.66	43.91	0.81	0.62	0.38	0.62
MONTANA	23.97	21.49	52.89	0.00	0.00	1.65	0.00	0.00
NEBRASKA	8.82	17.06	59.41	8.82	1.37	3.92	0.39	0.20
NEVADA	2.87	6.32	40.80	48.85	0.00	0.00	0.00	1.15
NEW HAMPSHIRE	28.57	18.37	30.61	4.08	12.24	0.00	3.40	2.72
NEW JERSEY	0.25	0.83	43.00	38.44	14.25	2.40	0.33	0.50
NEW MEXICO	15.13	0.00	76.01	0.00	0.74	0.00	0.00	8.12
NEW YORK	0.03	4.75	40.45	48.28	3.69	1.20	1.26	0.34
NORTH CAROLINA	7.96	32.14	36.93	16.61	1.66	0.88	3.52	0.29
NORTH DAKOTA	7.11	11.17	74.62	1.52	0.51	0.51	3.55	1.02
OHIO	9.89	56.66	26.17	3.59	0.28	2.83	.	0.57
OKLAHOMA	13.19	39.24	43.17	3.47	0.12	0.00	0.12	0.69
OREGON	6.09	17.50	73.67	1.07	0.76	0.00	0.15	0.76
PENNSYLVANIA	4.06	27.41	48.51	16.68	1.23	1.12	0.87	0.13
PUERTO RICO	1.11	16.71	44.99	18.72	9.91	1.96	0.60	5.99
RHODE ISLAND	2.02	4.04	71.72	0.51	16.16	0.00	3.54	2.02
SOUTH CAROLINA	4.58	30.66	47.02	12.41	0.00	4.95	0.00	0.38
SOUTH DAKOTA	2.11	27.89	21.05	3.68	17.37	4.21	23.68	0.00
TENNESSEE	6.96	24.53	50.25	7.40	4.52	5.14	0.25	0.94
TEXAS	0.28	11.49	63.96	15.61	0.76	7.13	0.41	0.36
UTAH	3.58	4.77	52.74	36.04	0.00	2.86	0.00	0.00
VERMONT	36.26	5.85	54.97	0.58	0.58	0.00	0.58	1.17
VIRGINIA	3.35	31.04	53.57	6.81	0.33	3.30	0.99	0.60
WASHINGTON	9.67	21.87	62.97	4.18	0.22	1.10	0.00	0.00
WEST VIRGINIA	0.54	38.35	51.13	9.02	0.54	0.00	0.00	0.43
WISCONSIN	4.04	23.60	61.67	8.60	0.13	1.69	0.00	0.26
WYOMING	40.05	44.23	8.35	0.00	0.00	5.65	1.47	0.25
AMERICAN SAMOA	16.67	66.67	16.67	0.00	0.00	0.00	0.00	0.00
GUAM	3.13	6.25	84.38	3.13	3.13	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	82.76	13.79	0.00	0.00	3.45	0.00
BUR. OF INDIAN AFFAIRS	0.00	73.33	26.67	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	4.41	20.57	50.63	17.85	2.40	2.83	0.76	0.56
50 STATES, D.C. & P.R.	4.42	20.57	50.60	17.87	2.40	2.83	0.76	0.56

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	74	42	46	7	0	0	3	34
ALASKA	8	3	12	4	0	1	0	3
ARIZONA	2	35	67	10	3	0	23	2
ARKANSAS	2	0	4	0	2	0	0	0
CALIFORNIA	55	64	308	20	329	75	0	23
COLORADO	53	159	91	51	0	29	5	18
CONNECTICUT	213	158	120	66	83	2	37	12
DELAWARE	12	29	7	0	0	0	4	0
DISTRICT OF COLUMBIA	6	6	7	2	12	0	48	0
FLORIDA	236	223	347	128	9	5	2	8
GEORGIA	179	184	138	11	0	14	1	2
HAWAII	9	3	28	0	0	0	0	0
IDAHO	4	3	3	1	1	0	0	0
ILLINOIS	32	269	510	237	348	293	54	1
INDIANA	25	101	128	29	0	36	13	0
IOWA	1	200	129	19	0	7	8	0
KANSAS	85	69	26	16	3	18	0	0
KENTUCKY	8	70	29	6	3	3	0	4
LOUISIANA	24	25	98	20	0	11	0	10
MAINE	78	74	26	4	7	0	5	0
MARYLAND	61	37	30	56	76	16	49	2
MASSACHUSETTS	88	59	297	287	320	0	71	27
MICHIGAN	276	252	174	126	.	45	4	3
MINNESOTA	63	311	26	82	1	40	0	7
MISSISSIPPI	0	3	8	0	0	1	2	0
MISSOURI	106	288	58	54	16	2	0	6
MONTANA	13	8	6	0	0	1	1	0
NEBRASKA	26	37	39	4	4	0	0	1
NEVADA	6	23	7	5	0	0	0	0
NEW HAMPSHIRE	60	31	13	1	23	2	2	1
NEW JERSEY	23	227	342	271	333	51	11	26
NEW MEXICO	53	6	40	0	0	6	0	4
NEW YORK	55	611	1,064	430	265	141	62	87
NORTH CAROLINA	96	115	69	9	0	0	1	5
NORTH DAKOTA	10	6	5	0	0	4	3	0
OHIO	33	100	49	51	1	26	.	18
OKLAHOMA	6	28	31	1	0	0	0	6
OREGON	61	44	32	3	12	1	1	9
PENNSYLVANIA	164	314	209	111	217	19	45	41
PUERTO RICO	1	9	27	11	2	0	1	12
RHODE ISLAND	20	20	33	0	25	0	12	3
SOUTH CAROLINA	19	77	31	5	0	1	0	2
SOUTH DAKOTA	3	9	4	2	3	5	3	0
TENNESSEE	57	40	29	7	13	2	2	4
TEXAS	94	497	707	139	3	1	111	44
UTAH	41	55	76	27	0	79	0	4
VERMONT	27	2	6	10	2	5	8	6
VIRGINIA	96	168	150	16	23	34	31	7
WASHINGTON	84	74	59	9	1	69	0	2
WEST VIRGINIA	17	84	29	0	1	3	0	2
WISCONSIN	146	264	164	17	2	21	0	2
WYOMING	138	131	1	2	0	5	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	1
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	0	0	6	0
BUR. OF INDIAN AFFAIRS	3	15	2	0	0	0	4	0
U.S. AND OUTLYING AREAS	3,052	5,663	5,943	2,367	2,143	1,074	633	449
50 STATES, D.C. & P.R.	3,049	5,647	5,939	2,367	2,143	1,074	623	448

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TABLE AB6

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SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	35.92	20.39	22.33	3.40	0.00	0.00	1.46	16.50
ALASKA	25.81	9.68	38.71	12.90	0.00	3.23	0.00	9.68
ARIZONA	1.41	24.65	47.18	7.04	2.11	0.00	16.20	1.41
ARKANSAS	25.00	0.00	50.00	0.00	25.00	0.00	0.00	0.00
CALIFORNIA	6.29	7.32	35.24	2.29	37.64	8.58	0.00	2.63
COLORADO	13.05	39.16	22.41	12.56	0.00	7.14	1.23	4.43
CONNECTICUT	30.82	22.87	17.37	9.55	12.01	0.29	5.35	1.74
DELAWARE	23.08	55.77	13.46	0.00	0.00	0.00	7.69	0.00
DISTRICT OF COLUMBIA	7.41	7.41	8.64	2.47	14.81	0.00	59.26	0.00
FLORIDA	24.63	23.28	36.22	13.36	0.94	0.52	0.21	0.84
GEORGIA	33.84	34.78	26.09	2.08	0.00	2.65	0.19	0.38
HAWAII	22.50	7.50	70.00	0.00	0.00	0.00	0.00	0.00
IDAHO	33.33	25.00	25.00	8.33	8.33	0.00	0.00	0.00
ILLINOIS	1.83	15.42	29.24	13.59	19.95	16.80	3.10	0.06
INDIANA	7.53	30.42	38.55	8.73	0.00	10.84	3.92	0.00
IOWA	0.27	54.95	35.44	5.22	0.00	1.92	2.20	0.00
KANSAS	39.17	31.80	11.98	7.37	1.38	8.29	0.00	0.00
KENTUCKY	6.50	56.91	23.58	4.88	2.44	2.44	0.00	3.25
LOUISIANA	12.77	13.30	52.13	10.64	0.00	5.85	0.00	5.32
MAINE	40.21	38.14	13.40	2.06	3.61	0.00	2.58	0.00
MARYLAND	18.65	11.31	9.17	17.13	23.24	4.89	14.98	0.61
MASSACHUSETTS	7.66	5.13	25.85	24.98	27.85	0.00	6.18	2.35
MICHIGAN	31.36	28.64	19.77	14.32	.	5.11	0.45	0.34
MINNESOTA	11.89	58.68	4.91	15.47	0.19	7.55	0.00	1.32
MISSISSIPPI	0.00	21.43	57.14	0.00	0.00	7.14	14.29	0.00
MISSOURI	20.00	54.34	10.94	10.19	3.02	0.38	0.00	1.13
MONTANA	44.83	27.59	20.69	0.00	0.00	3.45	3.45	0.00
NEBRASKA	23.42	33.33	35.14	3.60	3.60	0.00	0.00	0.90
NEVADA	14.63	56.10	17.07	12.20	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	45.11	23.31	9.77	0.75	17.29	1.50	1.50	0.75
NEW JERSEY	1.79	17.68	26.64	21.11	25.93	3.97	0.86	2.02
NEW MEXICO	48.62	5.50	36.70	0.00	0.00	5.50	0.00	3.67
NEW YORK	2.03	22.50	39.19	15.84	9.76	5.19	2.28	3.20
NORTH CAROLINA	32.54	38.98	23.39	3.05	0.00	0.00	0.34	1.69
NORTH DAKOTA	35.71	21.43	17.86	0.00	0.00	14.29	10.71	0.00
OHIO	11.87	35.97	17.63	18.35	0.36	9.35	.	6.47
OKLAHOMA	8.33	38.89	43.06	1.39	0.00	0.00	0.00	8.33
OREGON	37.42	26.99	19.63	1.84	7.36	0.61	0.61	5.52
PENNSYLVANIA	14.64	28.04	18.66	9.91	19.37	1.70	4.02	3.66
PUERTO RICO	1.59	14.29	42.86	17.46	3.17	0.00	1.59	19.05
RHODE ISLAND	17.70	17.70	29.20	0.00	22.12	0.00	10.62	2.65
SOUTH CAROLINA	14.07	57.04	22.96	3.70	0.00	0.74	0.00	1.48
SOUTH DAKOTA	10.34	31.03	13.79	6.90	10.34	17.24	10.34	0.00
TENNESSEE	37.01	25.97	18.83	4.55	8.44	1.30	1.30	2.60
TEXAS	5.89	31.14	44.30	8.71	0.19	0.06	6.95	2.76
UTAH	14.54	19.50	26.95	9.57	0.00	28.01	0.00	1.42
VERMONT	40.91	3.03	9.09	15.15	3.03	7.58	12.12	9.09
VIRGINIA	18.29	32.00	28.57	3.05	4.38	6.48	5.90	1.33
WASHINGTON	28.19	24.83	19.80	3.02	0.34	23.15	0.00	0.67
WEST VIRGINIA	12.50	61.76	21.32	0.00	0.74	2.21	0.00	1.47
WISCONSIN	23.70	42.96	26.62	2.76	0.32	3.41	0.00	0.32
WYOMING	49.82	47.29	0.36	0.72	0.00	1.81	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	50.00	0.00	0.00	0.00	0.00	0.00	50.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	14.29	0.00	0.00	0.00	85.71	0.00
BUR. OF INDIAN AFFAIRS	12.50	62.50	8.33	0.00	0.00	0.00	16.67	0.00
U.S. AND OUTLYING AREAS	14.31	26.56	27.87	11.10	10.05	5.04	2.97	2.11
50 STATES, D.C. & P.R.	14.32	26.52	27.90	11.12	10.07	5.04	2.93	2.10

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2	5	103	18	0	15	0	4
ALASKA	2	6	39	0	0	0	0	0
ARIZONA	2	4	87	34	28	4	1	5
ARKANSAS	1	5	22	2	11	2	0	1
CALIFORNIA	16	9	748	48	90	0	0	0
COLORADO	9	38	196	51	0	12	2	7
CONNECTICUT	5	12	49	35	19	0	14	1
DELAWARE	0	0	0	2	0	0	0	3
DISTRICT OF COLUMBIA	0	0	0	1	30	2	4	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	30	1	0	0	0	0
IDAHO	0	3	12	1	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	22	118	0	6	6	0
IOWA	0	0	65	29	0	0	19	0
KANSAS	1	17	47	13	0	53	2	6
KENTUCKY	2	7	80	30	12	5	0	0
LOUISIANA	0	1	76	25	0	29	0	3
MAINE	3	26	40	8	3	0	5	2
MARYLAND	54	15	50	234	33	7	51	10
MASSACHUSETTS	11	17	76	29	41	0	53	27
MICHIGAN	3	3	55	294	.	7	1	6
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	0	16	5	0	12	2	4
MISSOURI	8	8	8	22	2	0	0	0
MONTANA	9	2	21	0	0	2	0	0
NEBRASKA	2	0	38	5	1	3	1	3
NEVADA	0	4	2	30	0	0	0	1
NEW HAMPSHIRE	9	2	6	4	10	0	5	1
NEW JERSEY	6	41	167	306	269	84	23	8
NEW MEXICO	2	0	60	0	1	4	2	3
NEW YORK	3	33	288	549	363	20	124	32
NORTH CAROLINA	3	6	52	43	2	64	17	1
NORTH DAKOTA	.	.	.	.	0	.	.	.
OHIO	30	183	394	200	27	7	.	15
OKLAHOMA	0	2	97	47	0	30	0	5
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	11	73	0	0	1	1
PUERTO RICO	2	2	22	5	3	7	2	172
RHODE ISLAND	1	0	7	0	5	0	1	0
SOUTH CAROLINA	4	1	9	15	0	21	0	2
SOUTH DAKOTA	0	5	13	4	10	6	27	1
TENNESSEE	3	4	156	18	30	6	0	5
TEXAS	3	13	165	135	4	84	13	33
UTAH	3	0	53	162	0	22	0	4
VERMONT	2	1	15	2	1	0	1	3
VIRGINIA	3	15	115	9	4	33	12	0
WASHINGTON	11	30	217	11	0	49	0	5
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	62	236	625	52	0	46	0	3
WYOMING	.	.	.	.	.	16	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	2	0	7	0	0	0
NORTHERN MARIANAS	0	3	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	4	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	13	0	0	2	0	0
U.S. AND OUTLYING AREAS	278	760	4,373	2,672	1,006	660	389	377
50 STATES, D.C. & P.R.	277	756	4,354	2,670	999	658	389	377

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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441

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.36	3.40	70.07	12.24	0.00	10.20	0.00	2.72
ALASKA	4.26	12.77	82.98	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.21	2.42	52.73	20.61	16.97	2.42	0.61	3.03
ARKANSAS	2.27	11.36	50.00	4.55	25.00	4.55	0.00	2.27
CALIFORNIA	1.76	0.99	82.11	5.27	9.88	0.00	0.00	0.00
COLORADO	2.86	12.06	62.22	16.19	0.00	3.81	0.63	2.22
CONNECTICUT	3.70	8.89	36.30	25.93	14.07	0.00	10.37	0.74
DELAWARE	0.00	0.00	0.00	40.00	0.00	0.00	0.00	60.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	2.70	81.08	5.41	10.81	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	96.77	3.23	0.00	0.00	0.00	0.00
IDAHO	0.00	18.75	75.00	6.25	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	14.47	77.63	0.00	3.95	3.95	0.00
IOWA	0.00	0.00	57.52	25.66	0.00	0.00	16.81	0.00
KANSAS	0.72	12.23	33.81	9.35	0.00	38.13	1.44	4.32
KENTUCKY	1.47	5.15	58.82	22.06	8.82	3.68	0.00	0.00
LOUISIANA	0.00	0.75	56.72	18.66	0.00	21.64	0.00	2.24
MAINE	3.45	29.89	45.98	9.20	3.45	0.00	5.75	2.30
MARYLAND	11.89	3.30	11.01	51.54	7.27	1.54	11.23	2.20
MASSACHUSETTS	4.33	6.69	29.92	11.42	16.14	0.00	20.87	10.63
MICHIGAN	0.81	0.81	14.91	79.67	.	1.90	0.27	1.63
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	41.03	12.82	0.00	30.77	5.13	10.26
MISSOURI	16.67	16.67	16.67	45.83	4.17	0.00	0.00	0.00
MONTANA	26.47	5.88	61.76	0.00	0.00	5.88	0.00	0.00
NEBRASKA	3.77	0.00	71.70	9.43	1.89	5.66	1.89	5.66
NEVADA	0.00	10.81	5.41	81.08	0.00	0.00	0.00	2.70
NEW HAMPSHIRE	24.32	5.41	16.22	10.81	27.03	0.00	13.51	2.70
NEW JERSEY	0.66	4.54	18.47	33.85	29.76	9.29	2.54	0.88
NEW MEXICO	2.78	0.00	83.33	0.00	1.39	5.56	2.78	4.17
NEW YORK	0.21	2.34	20.40	38.88	25.71	1.42	8.78	2.27
NORTH CAROLINA	1.60	3.19	27.66	22.87	1.06	34.04	9.04	0.53
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	3.50	21.38	46.03	23.36	3.15	0.82	.	1.75
OKLAHOMA	0.00	1.10	53.59	25.97	0.00	16.57	0.00	2.76
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.00	0.00	12.79	84.88	0.00	0.00	1.16	1.16
PUERTO RICO	0.93	0.93	10.23	2.33	1.40	3.26	0.93	80.00
RHODE ISLAND	7.14	0.00	50.00	0.00	35.71	0.00	7.14	0.00
SOUTH CAROLINA	7.69	1.92	17.31	28.85	0.00	40.38	0.00	3.85
SOUTH DAKOTA	0.00	7.58	19.70	6.06	15.15	9.09	40.91	1.52
TENNESSEE	1.35	1.80	70.27	8.11	13.51	2.70	0.00	2.25
TEXAS	0.67	2.89	36.67	30.00	0.89	18.67	2.89	7.33
UTAH	1.23	0.00	21.72	66.39	0.00	9.02	0.00	1.64
VERMONT	8.00	4.00	60.00	8.00	4.00	0.00	4.00	12.00
VIRGINIA	1.57	7.85	60.21	4.72	2.09	17.28	6.28	0.00
WASHINGTON	3.41	9.29	67.18	3.41	0.00	15.17	0.00	1.55
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	6.05	23.05	61.04	5.08	0.00	4.49	0.00	0.29
WYOMING	.	.	.	.	.	100.00	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	22.22	0.00	77.78	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	5.88	5.88	76.47	0.00	0.00	11.76	0.00	0.00
U.S. AND OUTLYING AREAS	2.64	7.23	41.59	25.41	9.57	6.28	3.70	3.59
50 STATES, D.C. & P.R.	2.64	7.21	41.55	25.48	9.53	6.28	3.71	3.60

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TABLE AB6

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HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17	15	9	2	0	43	0	0
ALASKA	2	3	5	0	0	0	0	0
ARIZONA	1	21	7	33	0	17	0	0
ARKANSAS	5	8	1	3	0	10	0	0
CALIFORNIA	66	35	244	16	8	134	0	0
COLORADO	6	24	7	1	0	4	0	0
CONNECTICUT	3	1	3	3	22	1	12	0
DELAWARE	3	9	1	0	0	0	0	0
DISTRICT OF COLUMBIA	0	4	0	0	0	0	0	0
FLORIDA	27	34	48	7	0	37	0	0
GEORGIA	13	20	4	12	0	45	0	0
HAWAII	4	3	9	7	0	0	0	0
IDAHO	2	7	1	0	0	0	0	0
ILLINOIS	10	25	85	3	1	32	1	0
INDIANA	9	13	15	13	0	16	0	0
IOWA	10	15	10	1	0	21	0	0
KANSAS	5	5	3	0	0	25	0	0
KENTUCKY	5	9	4	0	0	25	0	0
LOUISIANA	15	16	28	1	2	44	0	1
MAINE	4	8	0	0	0	2	0	0
MARYLAND	23	9	4	2	0	38	2	0
MASSACHUSETTS	19	6	30	6	36	0	24	1
MICHIGAN	52	65	47	8	.	29	0	0
MINNESOTA	5	33	4	3	0	16	0	0
MISSISSIPPI	0	14	14	2	0	27	0	0
MISSOURI	26	14	12	12	2	40	4	0
MONTANA	4	1	8	4	0	0	0	0
NEBRASKA	7	0	1	0	0	21	0	0
NEVADA	1	2	8	0	0	0	0	0
NEW HAMPSHIRE	1	1	2	6	0	0	1	0
NEW JERSEY	1	11	39	52	10	0	0	1
NEW MEXICO	10	0	8	0	0	4	0	0
NEW YORK	22	50	118	74	205	19	14	3
NORTH CAROLINA	36	19	3	1	0	60	0	0
NORTH DAKOTA	2	1	0	0	0	4	0	.
OHIO	31	71	49	11	7	33	.	0
OKLAHOMA	9	4	5	4	0	12	0	0
OREGON	40	9	5	0	1	12	0	0
PENNSYLVANIA	87	38	8	3	25	0	69	0
PUERTO RICO	7	36	31	22	22	2	0	1
RHODE ISLAND	0	0	0	13	1	0	0	0
SOUTH CAROLINA	13	13	6	1	0	20	0	0
SOUTH DAKOTA	2	3	0	5	0	4	1	0
TENNESSEE	43	13	25	7	0	36	0	0
TEXAS	24	127	204	41	2	19	1	0
UTAH	9	2	2	0	0	10	0	0
VERMONT	10	0	0	0	0	0	6	0
VIRGINIA	29	17	11	2	0	26	0	0
WASHINGTON	40	17	35	1	0	25	0	1
WEST VIRGINIA	0	17	3	1	0	7	0	0
WISCONSIN	11	1	4	0	0	5	0	0
WYOMING	13	11	1	5	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	786	885	1,172	388	344	925	135	8
50 STATES, D.C. & P.R.	784	880	1,171	388	344	925	135	8

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TABLE AB6

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HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPARATE CLASS	 PUBLIC SEPARATE FACILITY	 PRIVATE SEPARATE FACILITY	 PUBLIC RESIDENTIAL FACILITY	 PRIVATE RESIDENTIAL FACILITY	 HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	19.77	17.44	10.47	2.33	0.00	50.00	0.00	0.00
ALASKA	20.00	30.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.27	26.58	8.86	41.77	0.00	21.52	0.00	0.00
ARKANSAS	18.52	29.63	3.70	11.11	0.00	37.04	0.00	0.00
CALIFORNIA	13.12	6.96	48.51	3.18	1.59	26.64	0.00	0.00
COLORADO	14.29	57.14	16.67	2.38	0.00	9.52	0.00	0.00
CONNECTICUT	6.67	2.22	6.67	6.67	48.89	2.22	26.67	0.00
DELAWARE	23.08	69.23	7.69	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	17.65	22.22	31.37	4.58	0.00	24.18	0.00	0.00
GEORGIA	13.83	21.28	4.26	12.77	0.00	47.87	0.00	0.00
HAWAII	17.39	13.04	39.13	30.43	0.00	0.00	0.00	0.00
IDAHO	20.00	70.00	10.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.37	15.92	54.14	1.91	0.64	20.38	0.64	0.00
INDIANA	13.64	19.70	22.73	19.70	0.00	24.24	0.00	0.00
IOWA	17.54	26.32	17.54	1.75	0.00	36.84	0.00	0.00
KANSAS	13.16	13.16	7.89	0.00	0.00	65.79	0.00	0.00
KENTUCKY	11.63	20.93	9.30	0.00	0.00	58.14	0.00	0.00
LOUISIANA	14.02	14.95	26.17	0.93	1.87	41.12	0.00	0.93
MAINE	28.57	57.14	0.00	0.00	0.00	14.29	0.00	0.00
MARYLAND	29.49	11.54	5.13	2.56	0.00	48.72	2.56	0.00
MASSACHUSETTS	15.57	4.92	24.59	4.92	29.51	0.00	19.67	0.82
MICHIGAN	25.87	32.34	23.38	3.98	.	14.43	0.00	0.00
MINNESOTA	8.20	54.10	6.56	4.92	0.00	26.23	0.00	0.00
MISSISSIPPI	0.00	24.56	24.56	3.51	0.00	47.37	0.00	0.00
MISSOURI	23.64	12.73	10.91	10.91	1.82	36.36	3.64	0.00
MONTANA	23.53	5.88	47.06	23.53	0.00	0.00	0.00	0.00
NEBRASKA	24.14	0.00	3.45	0.00	0.00	72.41	0.00	0.00
NEVADA	9.09	18.18	72.73	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	9.09	9.09	18.18	54.55	0.00	0.00	9.09	0.00
NEW JERSEY	0.88	9.65	34.21	45.61	8.77	0.00	0.00	0.88
NEW MEXICO	45.45	0.00	36.36	0.00	0.00	18.18	0.00	0.00
NEW YORK	4.36	9.90	23.37	14.65	40.59	3.76	2.77	0.59
NORTH CAROLINA	30.25	15.97	2.52	0.84	0.00	50.42	0.00	0.00
NORTH DAKOTA	28.57	14.29	0.00	0.00	0.00	57.14	0.00	.
OHIO	15.35	35.15	24.26	5.45	3.47	16.34	.	0.00
OKLAHOMA	26.47	11.76	14.71	11.76	0.00	35.29	0.00	0.00
OREGON	59.70	13.43	7.46	0.00	1.49	17.91	0.00	0.00
PENNSYLVANIA	37.83	16.52	3.48	1.30	10.87	0.00	30.00	0.00
PUERTO RICO	5.79	29.75	25.62	18.18	18.18	1.65	0.00	0.83
RHODE ISLAND	0.00	0.00	0.00	92.86	7.14	0.00	0.00	0.00
SOUTH CAROLINA	24.53	24.53	11.32	1.89	0.00	37.74	0.00	0.00
SOUTH DAKOTA	13.33	20.00	0.00	33.33	0.00	26.67	6.67	0.00
TENNESSEE	34.68	10.48	20.16	5.65	0.00	29.03	0.00	0.00
TEXAS	5.74	30.38	48.80	9.81	0.48	4.55	0.24	0.00
UTAH	39.13	8.70	8.70	0.00	0.00	43.48	0.00	0.00
VERMONT	62.50	0.00	0.00	0.00	0.00	0.00	37.50	0.00
VIRGINIA	34.12	20.00	12.94	2.35	0.00	30.59	0.00	0.00
WASHINGTON	33.61	14.29	29.41	0.84	0.00	21.01	0.00	0.84
WEST VIRGINIA	0.00	60.71	10.71	3.57	0.00	25.00	0.00	0.00
WISCONSIN	52.38	4.76	19.05	0.00	0.00	23.81	0.00	0.00
WYOMING	43.33	36.67	3.33	16.67	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	16.93	19.06	25.24	8.36	7.41	19.92	2.91	0.17
50 STATES, D.C. & P.R.	16.91	18.99	25.26	8.37	7.42	19.96	2.91	0.17

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8	6	8	1	0	0	0	3
ALASKA	1	0	3	0	0	0	0	0
ARIZONA	2	13	29	7	4	0	0	3
ARKANSAS	2	1	4	0	1	0	0	0
CALIFORNIA	105	46	562	36	2	0	0	0
COLORADO	14	17	13	1	0	4	0	0
CONNECTICUT	2	4	1	0	1	1	0	1
DELAWARE	4	5	0	17	0	0	0	5
DISTRICT OF COLUMBIA	0	3	0	2	0	0	0	0
FLORIDA	39	31	119	48	0	0	0	0
GEORGIA	14	19	14	0	1	0	0	0
HAWAII	0	1	8	0	0	0	0	0
IDAHO	3	2	4	0	0	0	0	0
ILLINOIS	11	25	80	80	8	21	1	3
INDIANA	9	8	16	23	0	0	0	0
IOWA	10	19	10	1	0	0	0	1
KANSAS	10	2	6	3	2	1	0	0
KENTUCKY	7	17	1	0	0	0	0	3
LOUISIANA	8	20	50	6	0	9	0	4
MAINE	5	3	0	0	0	0	0	0
MARYLAND	13	7	3	3	0	0	0	0
MASSACHUSETTS	23	3	14	1	9	0	2	6
MICHIGAN	80	94	105	26	.	0	0	6
MINNESOTA	10	36	8	2	0	4	0	0
MISSISSIPPI	8	9	23	4	0	2	1	11
MISSOURI	26	6	4	50	0	0	2	6
MONTANA	1	1	1	0	0	0	0	0
NEBRASKA	7	6	7	0	0	0	0	2
NEVADA	4	9	1	1	0	0	0	0
NEW HAMPSHIRE	4	1	0	0	0	0	0	0
NEW JERSEY	0	7	9	15	30	0	0	1
NEW MEXICO	15	2	22	0	0	0	0	3
NEW YORK	17	18	38	18	23	0	0	8
NORTH CAROLINA	18	9	15	8	0	0	0	2
NORTH DAKOTA	2	2	0	0	0	.	2	0
OHIO	36	38	52	11	1	0	.	13
OKLAHOMA	3	2	2	1	0	0	0	0
OREGON	20	14	19	0	1	0	0	1
PENNSYLVANIA	12	7	85	50	8	0	5	0
PUERTO RICO	5	6	7	6	21	0	1	7
RHODE ISLAND	0	2	5	0	4	0	0	0
SOUTH CAROLINA	10	27	18	7	0	0	0	4
SOUTH DAKOTA	1	0	0	0	0	0	3	0
TENNESSEE	19	17	40	8	0	0	0	21
TEXAS	27	95	142	15	0	0	75	17
UTAH	1	0	2	0	0	0	0	1
VERMONT	3	0	2	0	0	0	0	1
VIRGINIA	6	4	20	5	0	0	2	0
WASHINGTON	25	5	15	1	0	0	0	1
WEST VIRGINIA	3	1	17	2	0	0	0	0
WISCONSIN	6	0	5	0	0	0	0	1
WYOMING	21	8	4	2	0	2	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	681	678	1,613	461	116	44	96	135
50 STATES, D.C. & P.R.	680	678	1,613	461	116	44	96	135

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	30.77	23.08	30.77	3.85	0.00	0.00	0.00	11.54
ALASKA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.45	22.41	50.00	12.07	6.90	0.00	0.00	5.17
ARKANSAS	25.00	12.50	50.00	0.00	12.50	0.00	0.00	0.00
CALIFORNIA	13.98	6.13	74.83	4.79	0.27	0.00	0.00	0.00
COLORADO	28.57	34.69	26.53	2.04	0.00	8.16	0.00	0.00
CONNECTICUT	20.00	40.00	10.00	0.00	10.00	10.00	0.00	10.00
DELAWARE	12.90	16.13	0.00	54.84	0.00	0.00	0.00	16.13
DISTRICT OF COLUMBIA	0.00	60.00	0.00	40.00	0.00	0.00	0.00	0.00
FLORIDA	16.46	13.08	50.21	20.25	0.00	0.00	0.00	0.00
GEORGIA	29.17	39.58	29.17	0.00	2.08	0.00	0.00	0.00
HAWAII	0.00	11.11	88.89	0.00	0.00	0.00	0.00	0.00
IDAHO	33.33	22.22	44.44	0.00	0.00	0.00	0.00	0.00
ILLINOIS	4.80	10.92	34.93	34.93	3.49	9.17	0.44	1.31
INDIANA	16.07	14.29	28.57	41.07	0.00	0.00	0.00	0.00
IOWA	24.39	46.34	24.39	2.44	0.00	0.00	0.00	2.44
KANSAS	41.67	8.33	25.00	12.50	8.33	4.17	0.00	0.00
KENTUCKY	25.00	60.71	3.57	0.00	0.00	0.00	0.00	10.71
LOUISIANA	8.25	20.62	51.55	6.19	0.00	9.28	0.00	4.12
MAINE	62.50	37.50	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	50.00	26.92	11.54	11.54	0.00	0.00	0.00	0.00
MASSACHUSETTS	39.66	5.17	24.14	1.72	15.52	0.00	3.45	10.34
MICHIGAN	25.72	30.23	33.76	8.36	.	0.00	0.00	1.93
MINNESOTA	16.67	60.00	13.33	3.33	0.00	6.67	0.00	0.00
MISSISSIPPI	13.79	15.52	39.66	6.90	0.00	3.45	1.72	18.97
MISSOURI	27.66	6.38	4.26	53.19	0.00	0.00	2.13	6.38
MONTANA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	31.82	27.27	31.82	0.00	0.00	0.00	0.00	9.09
NEVADA	26.67	60.00	6.67	6.67	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	11.29	14.52	24.19	48.39	0.00	0.00	1.61
NEW MEXICO	35.71	4.76	52.38	0.00	0.00	0.00	0.00	7.14
NEW YORK	13.93	14.75	31.15	14.75	18.85	0.00	0.00	6.56
NORTH CAROLINA	34.62	17.31	28.85	15.38	0.00	0.00	0.00	3.85
NORTH DAKOTA	33.33	33.33	0.00	0.00	0.00	.	33.33	0.00
OHIO	23.84	25.17	34.44	7.28	0.66	0.00	.	8.61
OKLAHOMA	37.50	25.00	25.00	12.50	0.00	0.00	0.00	0.00
OREGON	36.36	25.45	34.55	0.00	1.82	0.00	0.00	1.82
PENNSYLVANIA	7.19	4.19	50.90	29.94	4.79	0.00	2.99	0.00
PUERTO RICO	9.43	11.32	13.21	11.32	39.62	0.00	1.89	13.21
RHODE ISLAND	0.00	18.18	45.45	0.00	36.36	0.00	0.00	0.00
SOUTH CAROLINA	15.15	40.91	27.27	10.61	0.00	0.00	0.00	6.06
SOUTH DAKOTA	25.00	0.00	0.00	0.00	0.00	0.00	75.00	0.00
TENNESSEE	18.10	16.19	38.10	7.62	0.00	0.00	0.00	20.00
TEXAS	7.28	25.61	38.27	4.04	0.00	0.00	20.22	4.58
UTAH	25.00	0.00	50.00	0.00	0.00	0.00	0.00	25.00
VERMONT	50.00	0.00	33.33	0.00	0.00	0.00	0.00	16.67
VIRGINIA	16.22	10.81	54.05	13.51	0.00	0.00	5.41	0.00
WASHINGTON	53.19	10.64	31.91	2.13	0.00	0.00	0.00	2.13
WEST VIRGINIA	13.04	4.35	73.91	8.70	0.00	0.00	0.00	0.00
WISCONSIN	50.00	0.00	41.67	0.00	0.00	0.00	0.00	8.33
WYOMING	53.85	20.51	10.26	5.13	0.00	5.13	5.13	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	17.81	17.73	42.18	12.06	3.03	1.15	2.51	3.53
50 STATES, D.C. & P.R.	17.79	17.73	42.19	12.06	3.03	1.15	2.51	3.53

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	20	6	10	2	0	0	1	9
ALASKA	2	3	5	0	0	0	0	0
ARIZONA	0	2	1	0	0	0	0	4
ARKANSAS	4	10	6	0	1	0	2	0
CALIFORNIA	163	70	291	19	40	0	0	6
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	8	11	1	2	5	0	2	5
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	7	0	0	0	0
FLORIDA	13	20	0	0	1	0	0	8
GEORGIA	12	14	5	0	0	0	0	1
HAWAII	0	1	6	0	0	0	0	0
IDAHO	6	4	0	0	0	0	0	1
ILLINOIS	9	5	21	17	12	1	2	52
INDIANA	0	0	1	2	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	7	5	4	2	0	1	0	4
KENTUCKY	12	13	5	0	0	0	0	8
LOUISIANA	24	19	82	7	0	3	1	5
MAINE	11	4	3	0	0	0	0	2
MARYLAND	8	4	7	14	7	0	14	3
MASSACHUSETTS	12	6	10	3	6	0	6	109
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	4	21	0	2	0	3	0	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	16	20	26	8	0	0	0	6
MONTANA	11	3	2	0	0	0	0	0
NEBRASKA	11	1	12	0	0	9	1	7
NEVADA	1	2	1	0	0	0	0	5
NEW HAMPSHIRE	12	3	1	1	3	0	2	0
NEW JERSEY	7	8	18	4	0	0	0	17
NEW MEXICO	3	0	4	0	0	0	0	1
NEW YORK	20	57	37	20	3	0	0	11
NORTH CAROLINA	41	38	14	0	0	0	0	7
NORTH DAKOTA	1	2	1	0	0	0	2	3
OHIO	11	2	0	1	0	0	.	116
OKLAHOMA	10	5	3	1	0	0	0	3
OREGON	14	13	19	0	1	0	1	5
PENNSYLVANIA	1	0	0	0	0	0	0	0
PUERTO RICO	8	11	4	2	4	1	0	18
RHODE ISLAND	3	1	0	1	2	0	1	10
SOUTH CAROLINA	1	4	0	0	0	0	0	0
SOUTH DAKOTA	2	3	1	0	0	0	1	1
TENNESSEE	17	15	15	2	1	0	0	74
TEXAS	47	200	261	18	0	0	13	171
UTAH	2	10	11	4	0	0	0	0
VERMONT	8	0	3	0	0	0	1	0
VIRGINIA	18	8	6	0	0	0	1	2
WASHINGTON	114	98	85	1	1	0	0	2
WEST VIRGINIA	0	3	0	0	0	0	0	0
WISCONSIN	5	1	8	0	0	0	0	4
WYOMING	48	32	2	0	0	1	1	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	4	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	748	762	992	140	87	19	52	682
50 STATES, D.C. & P.R.	747	758	992	140	87	19	52	682

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41.67	12.50	20.83	4.17	0.00	0.00	2.08	18.75
ALASKA	20.00	30.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	28.57	14.29	0.00	0.00	0.00	0.00	57.14
ARKANSAS	17.39	43.48	26.09	0.00	4.35	0.00	8.70	0.00
CALIFORNIA	27.67	11.88	49.41	3.23	6.79	0.00	0.00	1.02
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	23.53	32.35	2.94	5.88	14.71	0.00	5.88	14.71
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	30.95	47.62	0.00	0.00	2.38	0.00	0.00	19.05
GEORGIA	37.50	43.75	15.63	0.00	0.00	0.00	0.00	3.13
HAWAII	0.00	14.29	85.71	0.00	0.00	0.00	0.00	0.00
IDAHO	54.55	36.36	0.00	0.00	0.00	0.00	0.00	9.09
ILLINOIS	7.56	4.20	17.65	14.29	10.08	0.84	1.68	43.70
INDIANA	0.00	0.00	33.33	66.67	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	30.43	21.74	17.39	8.70	0.00	4.35	0.00	17.39
KENTUCKY	31.58	34.21	13.16	0.00	0.00	0.00	0.00	21.05
LOUISIANA	17.02	13.48	58.16	4.96	0.00	2.13	0.71	3.55
MAINE	55.00	20.00	15.00	0.00	0.00	0.00	0.00	10.00
MARYLAND	14.04	7.02	12.28	24.56	12.28	0.00	24.56	5.26
MASSACHUSETTS	7.89	3.95	6.58	1.97	3.95	0.00	3.95	71.71
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	12.90	67.74	0.00	6.45	0.00	9.68	0.00	3.23
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	21.05	26.32	34.21	10.53	0.00	0.00	0.00	7.89
MONTANA	68.75	18.75	12.50	0.00	0.00	0.00	0.00	0.00
NEBRASKA	26.83	2.44	29.27	0.00	0.00	21.95	2.44	17.07
NEVADA	11.11	22.22	11.11	0.00	0.00	0.00	0.00	55.56
NEW HAMPSHIRE	54.55	13.64	4.55	4.55	13.64	0.00	9.09	0.00
NEW JERSEY	12.96	14.81	33.33	7.41	0.00	0.00	0.00	31.48
NEW MEXICO	37.50	0.00	50.00	0.00	0.00	0.00	0.00	12.50
NEW YORK	13.51	38.51	25.00	13.51	2.03	0.00	0.00	7.43
NORTH CAROLINA	41.00	38.00	14.00	0.00	0.00	0.00	0.00	7.00
NORTH DAKOTA	11.11	22.22	11.11	0.00	0.00	0.00	22.22	33.33
OHIO	8.46	1.54	0.00	0.77	0.00	0.00	.	89.23
OKLAHOMA	45.45	22.73	13.64	4.55	0.00	0.00	0.00	13.64
OREGON	26.42	24.53	35.85	0.00	1.89	0.00	1.89	9.43
PENNSYLVANIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	16.67	22.92	8.33	4.17	8.33	2.08	0.00	37.50
RHODE ISLAND	16.67	5.56	0.00	5.56	11.11	0.00	5.56	55.56
SOUTH CAROLINA	20.00	80.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	25.00	37.50	12.50	0.00	0.00	0.00	12.50	12.50
TENNESSEE	13.71	12.10	12.10	1.61	0.81	0.00	0.00	59.68
TEXAS	6.62	28.17	36.76	2.54	0.00	0.00	1.83	24.08
UTAH	7.41	37.04	40.74	14.81	0.00	0.00	0.00	0.00
VERMONT	66.67	0.00	25.00	0.00	0.00	0.00	8.33	0.00
VIRGINIA	51.43	22.86	17.14	0.00	0.00	0.00	2.86	5.71
WASHINGTON	37.87	32.56	28.24	0.33	0.33	0.00	0.00	0.66
WEST VIRGINIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	27.78	5.56	44.44	0.00	0.00	0.00	0.00	22.22
WYOMING	56.47	37.65	2.35	0.00	0.00	1.18	1.18	1.18
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	21.48	21.88	28.49	4.02	2.50	0.55	1.49	19.59
50 STATES, D.C. & P.R.	21.48	21.80	28.53	4.03	2.50	0.55	1.50	19.61

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL:CNTL(LBXXNP1A)
21OCT93

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	10	3	1	0	0	15	0	1
ALASKA	1	0	0	0	0	0	0	0
ARIZONA	6	3	6	1	0	9	0	0
ARKANSAS	2	4	1	0	0	11	0	0
CALIFORNIA	27	20	125	8	1	23	0	0
COLORADO	3	0	4	0	0	3	0	0
CONNECTICUT	2	8	6	10	1	0	7	1
DELAWARE	2	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	5	0	0	0	0	0	0	0
FLORIDA	17	9	13	3	0	11	0	0
GEORGIA	14	4	2	0	0	17	0	0
HAWAII	1	0	1	0	0	0	0	0
IDAHO	0	1	0	0	0	0	0	0
ILLINOIS	4	19	22	0	0	35	0	0
INDIANA	9	17	4	5	0	5	0	0
IOWA	0	3	0	0	0	12	0	0
KANSAS	5	2	2	0	0	2	0	0
KENTUCKY	8	7	0	0	0	17	0	1
LOUISIANA	6	4	12	0	0	13	0	0
MAINE	2	2	0	0	0	0	1	0
MARYLAND	11	5	1	10	1	18	0	0
MASSACHUSETTS	13	5	8	1	4	0	7	0
MICHIGAN	23	11	28	2	.	13	0	0
MINNESOTA	2	7	0	0	0	10	0	1
MISSISSIPPI	3	5	1	0	0	13	0	1
MISSOURI	8	4	10	9	0	7	0	2
MONTANA	2	2	2	0	0	0	0	0
NEBRASKA	3	1	0	0	0	3	0	0
NEVADA	0	1	3	0	0	0	0	1
NEW HAMPSHIRE	0	1	1	5	0	0	5	0
NEW JERSEY	16	4	2	0	3	0	0	0
NEW MEXICO	4	0	1	0	0	4	0	0
NEW YORK	13	26	17	11	29	17	0	0
NORTH CAROLINA	18	6	4	0	0	5	0	0
NORTH DAKOTA	1	0	0	0	0	0	.	.
OHIO	18	14	5	2	1	28	.	0
OKLAHOMA	3	1	0	0	0	25	0	0
OREGON	4	3	4	0	0	12	0	1
PENNSYLVANIA	30	2	1	6	25	0	32	0
PUERTO RICO	4	16	7	4	2	0	0	3
RHODE ISLAND	0	2	0	0	0	0	2	0
SOUTH CAROLINA	8	11	3	1	1	6	0	0
SOUTH DAKOTA	2	1	0	0	0	2	0	0
TENNESSEE	24	7	4	6	0	11	0	1
TEXAS	27	61	39	5	0	12	0	0
UTAH	4	1	1	0	0	58	0	0
VERMONT	1	0	1	0	0	0	0	1
VIRGINIA	17	5	4	.	0	26	1	2
WASHINGTON	12	4	1	0	0	12	0	0
WEST VIRGINIA	1	5	0	5	0	12	0	0
WISCONSIN	3	0	1	0	0	14	0	0
WYOMING	6	3	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	406	321	349	95	68	482	55	16
50 STATES, D.C. & P.R.	405	320	349	95	68	482	55	16

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	33.33	10.00	3.33	0.00	0.00	50.00	0.00	3.33
ALASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	24.00	12.00	24.00	4.00	0.00	36.00	0.00	0.00
ARKANSAS	11.11	22.22	5.56	0.00	0.00	61.11	0.00	0.00
CALIFORNIA	13.24	9.80	61.27	3.92	0.49	11.27	0.00	0.00
COLORADO	30.00	0.00	40.00	0.00	0.00	30.00	0.00	0.00
CONNECTICUT	5.71	22.86	17.14	28.57	2.86	0.00	20.00	2.86
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	32.08	16.98	24.53	5.66	0.00	20.75	0.00	0.00
GEORGIA	37.84	10.81	5.41	0.00	0.00	45.95	0.00	0.00
HAWAII	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	5.00	23.75	27.50	0.00	0.00	43.75	0.00	0.00
INDIANA	22.50	42.50	10.00	12.50	0.00	12.50	0.00	0.00
IOWA	0.00	20.00	0.00	0.00	0.00	80.00	0.00	0.00
KANSAS	45.45	18.18	18.18	0.00	0.00	18.18	0.00	0.00
KENTUCKY	24.24	21.21	0.00	0.00	0.00	51.52	0.00	3.03
LOUISIANA	17.14	11.43	34.29	0.00	0.00	37.14	0.00	0.00
MAINE	40.00	40.00	0.00	0.00	0.00	0.00	20.00	0.00
MARYLAND	23.91	10.87	2.17	21.74	2.17	39.13	0.00	0.00
MASSACHUSETTS	34.21	13.16	21.05	2.63	10.53	0.00	18.42	0.00
MICHIGAN	29.87	14.29	36.36	2.60	.	16.88	0.00	0.00
MINNESOTA	10.00	35.00	0.00	0.00	0.00	50.00	0.00	5.00
MISSISSIPPI	13.04	21.74	4.35	0.00	0.00	56.52	0.00	4.35
MISSOURI	20.00	10.00	25.00	22.50	0.00	17.50	0.00	5.00
MONTANA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	42.86	14.29	0.00	0.00	0.00	42.86	0.00	0.00
NEVADA	0.00	20.00	60.00	0.00	0.00	0.00	0.00	20.00
NEW HAMPSHIRE	0.00	8.33	8.33	41.67	0.00	0.00	41.67	0.00
NEW JERSEY	64.00	16.00	8.00	0.00	12.00	0.00	0.00	0.00
NEW MEXICO	44.44	0.00	11.11	0.00	0.00	44.44	0.00	0.00
NEW YORK	11.50	23.01	15.04	9.73	25.66	15.04	0.00	0.00
NORTH CAROLINA	54.55	18.18	12.12	0.00	0.00	15.15	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	.	.
OHIO	26.47	20.59	7.35	2.94	1.47	41.18	.	0.00
OKLAHOMA	10.34	3.45	0.00	0.00	0.00	86.21	0.00	0.00
OREGON	16.67	12.50	16.67	0.00	0.00	50.00	0.00	4.17
PENNSYLVANIA	31.25	2.08	1.04	6.25	26.04	0.00	33.33	0.00
PUERTO RICO	11.11	44.44	19.44	11.11	5.56	0.00	0.00	8.33
RHODE ISLAND	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
SOUTH CAROLINA	26.67	36.67	10.00	3.33	3.33	20.00	0.00	0.00
SOUTH DAKOTA	40.00	20.00	0.00	0.00	0.00	40.00	0.00	0.00
TENNESSEE	45.28	13.21	7.55	11.32	0.00	20.75	0.00	1.89
TEXAS	18.75	42.36	27.08	3.47	0.00	8.33	0.00	0.00
UTAH	6.25	1.56	1.56	0.00	0.00	90.63	0.00	0.00
VERMONT	33.33	0.00	33.33	0.00	0.00	0.00	0.00	33.33
VIRGINIA	30.36	8.93	7.14	1.79	0.00	46.43	1.79	3.57
WASHINGTON	41.38	13.79	3.45	0.00	0.00	41.38	0.00	0.00
WEST VIRGINIA	4.35	21.74	0.00	21.74	0.00	52.17	0.00	0.00
WISCONSIN	16.67	0.00	5.56	0.00	0.00	77.78	0.00	0.00
WYOMING	54.55	27.27	9.09	0.00	0.00	9.09	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	22.66	17.91	19.48	5.30	3.79	26.90	3.07	0.89
50 STATES, D.C. & P.R.	22.63	17.88	19.50	5.31	3.80	26.93	3.07	0.89

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

450

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

AUTISM

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	1	0	4	3	13	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	.	.	.	.	.	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	0	0	9	2	3	0	2	0
DELAWARE	0	1	2	12	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	6	0	0	0
FLORIDA	0	1	31	47	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	6	0	0	0	0	0
IDAHO	0	0	1	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	7	12	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	1	2	1	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	1	0	21	7	19	0	40	1
MICHIGAN	10	6	55	107	.	0	0	0
MINNESOTA	0	8	8	2	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0	2	14	14	6	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	1	3	19	4	1	1
NEW MEXICO	0	0	2	0	0	0	0	0
NEW YORK	0	1	14	167	58	5	38	2
NORTH CAROLINA	0	2	31	32	4	0	0	0
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	4	8	25	2	1	0	0	0
PENNSYLVANIA	0	0	14	16	0	0	0	0
PUERTO RICO	0	1	14	17	0	0	0	2
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	1	15	1	0	0	0	0
SOUTH DAKOTA	0	0	2	0	0	0	2	0
TENNESSEE	0	0	17	2	2	3	0	5
TEXAS	1	11	82	32	3	3	0	1
UTAH	0	0	7	6	0	9	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	2	23	9	5	2	3	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	10	1	1	0	2	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	18	46	416	494	140	26	88	12
50 STATES, D.C. & P.R.	18	46	416	494	140	26	88	12

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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21OCT93

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

AUTISM

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	4.76	0.00	19.05	14.29	61.90	0.00	0.00	0.00
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	0.00	0.00	56.25	12.50	18.75	0.00	12.50	0.00
DELAWARE	0.00	6.67	13.33	80.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	0.00	1.27	39.24	59.49	0.00	0.00	0.00	0.00
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	36.84	63.16	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	1.12	0.00	23.60	7.87	21.35	0.00	44.94	1.12
MICHIGAN	5.62	3.37	30.90	60.11	.	0.00	0.00	0.00
MINNESOTA	0.00	44.44	44.44	11.11	0.00	0.00	0.00	0.00
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0.00	5.56	38.89	38.89	16.67	0.00	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	3.45	10.34	65.52	13.79	3.45	3.45
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.00	0.35	4.91	58.60	20.35	1.75	13.33	0.70
NORTH CAROLINA	0.00	2.90	44.93	46.38	5.80	0.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	10.00	20.00	62.50	5.00	2.50	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	46.67	53.33	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	2.94	41.18	50.00	0.00	0.00	0.00	5.88
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	5.88	88.24	5.88	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
TENNESSEE	0.00	0.00	58.62	6.90	6.90	10.34	0.00	17.24
TEXAS	0.75	8.27	61.65	24.06	2.26	2.26	0.00	0.75
UTAH	0.00	0.00	31.82	27.27	0.00	40.91	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	4.55	52.27	20.45	11.36	4.55	6.82	0.00
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	71.43	7.14	7.14	0.00	14.29	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.45	3.71	33.55	39.84	11.29	2.10	7.10	0.97
50 STATES, D.C. & P.R.	1.45	3.71	33.55	39.84	11.29	2.10	7.10	0.97

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	0	1	0	4	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	1	0	19	1	1	5	0	0
COLORADO	3	0	5	6	0	2	0	2
CONNECTICUT	0	0	0	0	2	0	0	0
DELAWARE	1	1	0	2	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	0	0	2	4	0	0	0	0
GEORGIA	0	0	0	0	0	6	0	0
HAWAII	0	1	2	1	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	1	0	0	11	1	0
INDIANA	0	0	4	0	0	0	0	0
IOWA	0	0	7	0	0	4	0	0
KANSAS	0	0	1	0	0	0	0	0
KENTUCKY	0	0	1	0	0	0	0	0
LOUISIANA	0	1	0	0	0	2	0	0
MAINE	0	0	0	0	0	6	0	0
MARYLAND	0	1	0	0	0	9	0	0
MASSACHUSETTS	0	0	1	0	2	0	4	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	0	0	0	2	0	0
MISSISSIPPI	0	0	0	0	0	1	0	0
MISSOURI	0	0	4	3	0	2	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	1	19	0	0
NEW MEXICO	1	0	1	0	0	0	0	2
NEW YORK	1	0	1	1	3	0	0	0
NORTH CAROLINA	0	0	0	0	0	3	1	0
NORTH DAKOTA	.	.	.	.	0	1	.	.
OHIO	0	0	0	0	0	0	.	0
OKLAHOMA	0	0	2	0	0	1	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	6	0	1	0	0
RHODE ISLAND	0	0	0	0	1	0	1	0
SOUTH CAROLINA	0	0	0	0	0	1	0	0
SOUTH DAKOTA	0	0	0	0	0	1	0	0
TENNESSEE	0	0	0	0	0	0	0	0
TEXAS	0	0	2	1	0	9	0	0
UTAH	0	0	0	2	0	13	0	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	1	0	0
WASHINGTON	1	0	3	1	0	4	0	0
WEST VIRGINIA	0	0	0	2	0	4	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	8	5	58	32	11	113	7	5
50 STATES, D.C. & P.R.	8	5	58	32	10	113	7	5

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	0.00	0.00	0.00	20.00	0.00	80.00	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	3.70	0.00	70.37	3.70	3.70	18.52	0.00	0.00
COLORADO	16.67	0.00	27.78	33.33	0.00	11.11	0.00	11.11
CONNECTICUT	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
DELAWARE	25.00	25.00	0.00	50.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	33.33	66.67	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
HAWAII	0.00	25.00	50.00	25.00	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	7.69	0.00	0.00	84.62	7.69	0.00
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	63.64	0.00	0.00	36.36	0.00	0.00
KANSAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MARYLAND	0.00	10.00	0.00	0.00	0.00	90.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	14.29	0.00	28.57	0.00	57.14	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSOURI	0.00	0.00	44.44	33.33	0.00	22.22	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	0.00	5.00	95.00	0.00	0.00
NEW MEXICO	25.00	0.00	25.00	0.00	0.00	0.00	0.00	50.00
NEW YORK	16.67	0.00	16.67	16.67	50.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00	75.00	25.00	0.00
NORTH DAKOTA	.	.	.	.	0.00	100.00	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	85.71	0.00	14.29	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TENNESSEE	.	.	.	.	.	.	.	.
TEXAS	0.00	0.00	16.67	8.33	0.00	75.00	0.00	0.00
UTAH	0.00	0.00	0.00	12.50	0.00	81.25	0.00	6.25
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WASHINGTON	11.11	0.00	33.33	11.11	0.00	44.44	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	33.33	0.00	66.67	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.35	2.09	24.27	13.39	4.60	47.28	2.93	2.09
50 STATES, D.C. & P.R.	3.36	2.10	24.37	13.45	4.20	47.48	2.94	2.10

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	1	0	0	0	0	0	0	0
ARKANSAS	2	0	0	0	0	0	0	0
CALIFORNIA	.	3	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	3	0	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0	0	0
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	2	2	1	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	2	2	7	4	7	0	6	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	2	4	0	0	2	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	1	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	.	.	.	.	0	.	0	.
OHIO	.	.	.	.	.	.	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	4	3	9	2	122	0	22	0
PUERTO RICO	0	1	1	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	1
TENNESSEE	3	3	4	1	0	0	0	0
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	1	2
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	20	18	25	7	131	0	30	6
50 STATES, D.C. & P.R.	20	18	23	7	131	0	30	6

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARKANSAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	.	100.00	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	6.45	6.45	22.58	12.90	22.58	0.00	19.35	9.68
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	25.00	50.00	0.00	0.00	25.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.47	1.85	5.56	1.23	75.31	0.00	13.58	0.00
PUERTO RICO	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
TENNESSEE	27.27	27.27	36.36	9.09	0.00	0.00	0.00	0.00
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	25.00	0.00	0.00	0.00	25.00	50.00
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.44	7.59	10.55	2.95	55.27	0.00	12.66	2.53
50 STATES, D.C. & P.R.	8.51	7.66	9.79	2.98	55.74	0.00	12.77	2.55

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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21OCT93

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TABLE AB7

NUMBER OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41,406	22,907	21,980	916	65	21	21	238
ALASKA	5,044	3,897	2,618	84	0	18	0	9
ARIZONA	4,168	38,364	13,316	1,085	396	0	576	111
ARKANSAS	21,445	18,474	5,195	87	258	0	191	123
CALIFORNIA	130,998	204,329	137,667	8,923	7,799	.	.	.
COLORADO	13,887	32,293	8,049	475	70	7	372	112
CONNECTICUT	30,807	12,964	13,536	1,737	1,772	15	705	282
DELAWARE	4,702	4,344	2,270	8	0	0	0	18
DISTRICT OF COLUMBIA	999	1,778	0	0	0	0	0	0
FLORIDA	102,033	54,646	60,895	6,282	450	148	36	300
GEORGIA	44,950	32,639	26,360	715	152	42	127	221
HAWAII	5,424	4,623	3,359	0	0	0	0	57
IDAHO	13,744	4,939	2,487	299	69	11	1	48
ILLINOIS	55,045	77,112	43,252	589	72	45	27	719
INDIANA	39,311	42,432	25,383	3,586	12	39	97	83
IOWA	12,702	36,145	9,406	1,275	.	.	283	205
KANSAS	22,999	11,199	8,024	1,197	103	27	69	221
KENTUCKY	31,713	31,486	9,495	831	104	69	80	293
LOUISIANA	28,287	12,796	31,245	1,529	9	128	31	412
MAINE	14,188	8,960	2,928	209	232	1	20	370
MARYLAND	43,239	17,447	20,366	4,322	1,658	106	215	448
MASSACHUSETTS	90,900	21,575	20,859	2,173	0	0	0	984
MICHIGAN	75,680	41,315	37,315	1,699	.	334	208	126
MINNESOTA	9,399	60,991	6,787	2,112	.	994	.	149
MISSISSIPPI	19,255	18,133	12,710	423	8	7	22	200
MISSOURI	41,152	46,788	23,014	4,763	919	201	140	328
MONTANA	9,169	4,708	1,756	36	0	49	40	16
NEBRASKA	20,577	7,246	4,729	325	108	20	20	360
NEVADA	6,792	8,889	3,235	852	8	20	12	149
NEW HAMPSHIRE	10,533	4,355	3,742	9	323	1	216	93
NEW JERSEY	61,395	40,887	58,780	6,943	9,461	.	126	732
NEW MEXICO	25,088	4,386	7,909	138	40	151	18	177
NEW YORK	23,625	110,376	122,020	18,920	27,630	0	916	1,616
NORTH CAROLINA	70,829	30,307	20,474	2,729	564	148	13	396
NORTH DAKOTA	8,861	1,385	1,259	203	11	32	50	55
OHIO	78,353	73,215	35,266	4,736	13,395	422	.	2,286
OKLAHOMA	34,040	20,418	11,575	672	100	46	106	246
OREGON	31,660	11,899	2,352	126	307	6	13	135
PENNSYLVANIA	72,547	53,375	58,310	3,667	93	703	27	174
PUERTO RICO	1,008	15,468	10,325	1,601	921	192	65	1,279
RHODE ISLAND	10,812	3,297	5,513	222	509	0	91	138
SOUTH CAROLINA	29,106	28,935	18,719	1,365	23	61	10	180
SOUTH DAKOTA	4,970	7,592	1,623	174	20	113	27	91
TENNESSEE	55,130	29,843	19,976	1,104	644	20	17	1,184
TEXAS	93,096	185,246	63,327	4,388	101	542	1,054	5,408
UTAH	19,813	15,526	9,525	1,100	0	0	0	136
VERMONT	8,228	321	458	83	163	1	78	168
VIRGINIA	45,176	34,081	32,477	1,345	750	573	417	950
WASHINGTON	41,232	24,609	16,533	712	448	121	33	414
WEST VIRGINIA	2,682	30,131	9,437	259	8	53	22	144
WISCONSIN	31,074	34,181	21,098	1,176	26	8	6	161
WYOMING	6,996	3,822	116	36	19	172	30	16
AMERICAN SAMOA	247	19	19	0	0	0	0	0
GUAM	482	492	354	3	0	0	0	0
NORTHERN MARIANAS	119	48	1	0	3	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	163	93	917	7	0	0	17	4
BUR. OF INDIAN AFFAIRS	2,733	2,890	488	0	107	93	48	10
U.S. AND OUTLYING AREAS	1,710,013	1,650,616	1,088,829	98,250	69,930	5,760	6,693	22,775
50 STATES, D.C. & P.R.	1,706,269	1,647,074	1,087,050	98,240	69,820	5,667	6,628	22,761

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

BEST COPY AVAILABLE

TABLE AB7

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	0	0
ALASKA	14	37
ARIZONA	0	284
ARKANSAS	95	40
CALIFORNIA	.	.
COLORADO	0	0
CONNECTICUT	15	248
DELAWARE	0	0
DISTRICT OF COLUMBIA	21	0
FLORIDA	8	940
GEORGIA	6	243
HAWAII	3	44
IDAHO	0	62
ILLINOIS	44	2,328
INDIANA	0	4,005
IOWA	.	1,095
KANSAS	0	633
KENTUCKY	324	276
LOUISIANA	0	1,408
MAINE	0	0
MARYLAND	0	575
MASSACHUSETTS	0	0
MICHIGAN	151	2,690
MINNESOTA	.	.
MISSISSIPPI	2	166
MISSOURI	800	1,836
MONTANA	0	.
NEBRASKA	0	1,126
NEVADA	110	34
NEW HAMPSHIRE	0	28
NEW JERSEY	.	11,703
NEW MEXICO	87	4
NEW YORK	0	5,957
NORTH CAROLINA	.	715
NORTH DAKOTA	6	.
OHIO	422	0
OKLAHOMA	0	32
OREGON	0	.
PENNSYLVANIA	238	2,667
PUERTO RICO	64	68
RHODE ISLAND	0	362
SOUTH CAROLINA	176	76
SOUTH DAKOTA	0	0
TENNESSEE	232	161
TEXAS	0	567
UTAH	0	0
VERMONT	1	53
VIRGINIA	749	754
WASHINGTON	152	321
WEST VIRGINIA	2	74
WISCONSIN	6	1,307
WYOMING	0	.
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	3
PALAU	.	.
VIRGIN ISLANDS	0	42
BUR. OF INDIAN AFFAIRS	2	1
U.S. AND OUTLYING AREAS	3,730	42,965
50 STATES, D.C. & P.R.	3,728	42,919

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB7

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.29	26.16	25.10	1.05	0.07	0.02	0.02	0.27
ALASKA	43.22	33.39	22.43	0.72	0.00	0.15	0.00	0.08
ARIZONA	7.18	66.13	22.95	1.87	0.68	0.00	0.99	0.19
ARKANSAS	46.85	40.36	11.35	0.19	0.56	0.00	0.42	0.27
CALIFORNIA	26.75	41.72	28.11	1.82	1.59	.	.	.
COLORADO	25.13	58.43	14.56	0.86	0.13	0.01	0.67	0.20
CONNECTICUT	49.83	20.97	21.90	2.81	2.87	0.02	1.14	0.46
DELAWARE	41.46	38.30	20.01	0.07	0.00	0.00	0.00	0.16
DISTRICT OF COLUMBIA	35.97	64.03	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	45.39	24.31	27.09	2.79	0.20	0.07	0.02	0.13
GEORGIA	42.73	31.02	25.06	0.68	0.14	0.04	0.12	0.21
HAWAII	40.29	34.34	24.95	0.00	0.00	0.00	0.00	0.42
IDAHO	63.64	22.87	11.51	1.38	0.32	0.05	0.00	0.22
ILLINOIS	31.12	43.60	24.46	0.33	0.04	0.03	0.02	0.41
INDIANA	35.43	38.25	22.88	3.23	0.01	0.04	0.09	0.07
IOWA	21.16	60.23	15.67	2.12	.	.	0.47	0.34
KANSAS	52.46	25.55	18.30	2.73	0.23	0.06	0.16	0.50
KENTUCKY	42.81	42.51	12.82	1.12	0.14	0.09	0.11	0.40
LOUISIANA	38.00	17.19	41.98	2.05	0.01	0.17	0.04	0.55
MAINE	52.73	33.30	10.88	0.78	0.86	0.00	0.07	1.38
MARYLAND	49.25	19.87	23.20	4.92	1.89	0.12	0.24	0.51
MASSACHUSETTS	66.60	15.81	15.28	1.59	0.00	0.00	0.00	0.72
MICHIGAN	48.30	26.37	23.82	1.08	.	0.21	0.13	0.08
MINNESOTA	11.69	75.83	8.44	2.63	.	1.24	.	0.19
MISSISSIPPI	37.93	35.72	25.04	0.83	0.02	0.01	0.04	0.39
MISSOURI	35.08	39.89	19.62	4.06	0.78	0.17	0.12	0.28
MONTANA	58.13	29.85	11.13	0.23	0.00	0.31	0.25	0.10
NEBRASKA	61.64	21.70	14.17	0.97	0.32	0.06	0.06	1.08
NEVADA	34.03	44.54	16.21	4.27	0.04	0.10	0.06	0.75
NEW HAMPSHIRE	54.65	22.60	19.42	0.05	1.68	0.01	1.12	0.48
NEW JERSEY	34.43	22.93	32.96	3.89	5.31	.	0.07	0.41
NEW MEXICO	66.18	11.57	20.86	0.36	0.11	0.40	0.05	0.47
NEW YORK	7.74	36.18	39.99	6.20	9.06	0.00	0.30	0.53
NORTH CAROLINA	56.46	24.16	16.32	2.18	0.45	0.12	0.01	0.32
NORTH DAKOTA	74.74	11.68	10.62	1.71	0.09	0.27	0.42	0.46
OHIO	37.73	35.25	16.98	2.28	6.45	0.20	.	1.10
OKLAHOMA	50.65	30.38	17.22	1.00	0.15	0.07	0.16	0.37
OREGON	68.09	25.59	5.06	0.27	0.66	0.01	0.03	0.29
PENNSYLVANIA	38.82	28.56	30.13	1.96	0.05	0.38	0.01	0.09
PUERTO RICO	3.27	50.12	33.46	5.19	2.98	0.62	0.21	4.14
RHODE ISLAND	52.53	16.02	26.79	1.08	2.47	0.00	0.44	0.67
SOUTH CAROLINA	37.13	36.91	23.88	1.74	0.03	0.08	0.01	0.23
SOUTH DAKOTA	34.02	51.96	11.11	1.19	0.14	0.77	0.18	0.62
TENNESSEE	51.09	27.65	18.51	1.02	0.60	0.02	0.02	1.10
TEXAS	26.36	52.45	17.93	1.24	0.03	0.15	0.30	1.53
UTAH	42.98	33.68	20.66	2.39	0.00	0.00	0.00	0.30
VERMONT	86.61	3.38	4.82	0.87	1.72	0.01	0.82	1.77
VIRGINIA	39.02	29.44	28.05	1.16	0.65	0.49	0.36	0.82
WASHINGTON	49.03	29.26	19.66	0.85	0.53	0.14	0.04	0.49
WEST VIRGINIA	6.28	70.50	22.08	0.61	0.02	0.12	0.05	0.34
WISCONSIN	35.42	38.96	24.05	1.34	0.03	0.01	0.01	0.18
WYOMING	62.43	34.10	1.04	0.32	0.17	1.53	0.27	0.14
AMERICAN SAMOA	86.67	6.67	6.67	0.00	0.00	0.00	0.00	0.00
GUAM	36.21	36.96	26.60	0.23	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	69.59	28.07	0.58	0.00	1.75	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	13.57	7.74	76.35	0.58	0.00	0.00	1.42	0.33
BUR. OF INDIAN AFFAIRS	42.91	45.38	7.66	0.00	1.68	1.46	0.75	0.16
U.S. AND OUTLYING AREAS	36.75	35.48	23.40	2.11	1.50	0.12	0.14	0.49
50 STATES, D.C. & P.R.	36.75	35.47	23.41	2.12	1.50	0.12	0.14	0.49

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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TABLE AB8

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41,406	22,907	21,980	916	65	21	21	238
ALASKA	4,891	3,631	2,286	84	0	18	0	9
ARIZONA	3,620	36,538	12,203	1,022	382	0	574	109
ARKANSAS	17,139	18,433	5,124	83	248	0	188	122
CALIFORNIA	107,476	199,045	124,244	8,053	7,560	.	.	.
COLORADO	12,459	31,407	6,862	263	26	7	354	101
CONNECTICUT	30,197	10,912	11,065	1,491	1,631	15	704	254
DELAWARE	3,983	4,078	1,889	4	0	0	0	18
DISTRICT OF COLUMBIA	751	1,766	0	0	0	0	0	0
FLORIDA	94,888	54,191	57,666	5,898	298	146	36	293
GEORGIA	41,885	30,168	24,493	518	39	23	82	119
HAWAII	5,189	4,553	2,772	0	0	0	0	57
IDAHO	12,637	4,559	1,827	154	21	9	1	31
ILLINOIS	55,045	77,112	43,252	589	72	45	27	719
INDIANA	39,226	38,358	24,958	658	7	39	95	83
IOWA	9,921	36,005	7,296	1,006	.	.	281	105
KANSAS	21,508	11,054	6,117	848	73	26	69	94
KENTUCKY	24,483	30,365	9,306	725	7	66	77	273
LOUISIANA	25,135	12,591	28,128	1,188	7	125	31	377
MAINE	12,532	8,877	2,768	171	30	1	20	67
MARYLAND	39,102	15,137	19,890	4,067	1,369	106	215	217
MASSACHUSETTS	82,175	21,328	19,793	2,143	0	0	0	967
MICHIGAN	68,688	40,832	31,366	815	.	334	207	90
MINNESOTA	8,817	56,985	2,906	1,628	.	987	.	115
MISSISSIPPI	17,041	17,599	11,789	220	5	7	22	183
MISSOURI	40,348	46,528	21,768	4,151	867	201	140	316
MONTANA	8,250	4,370	1,458	35	0	49	40	16
NEBRASKA	18,818	7,136	4,197	289	92	20	20	155
NEVADA	6,165	8,815	2,482	531	2	20	11	113
NEW HAMPSHIRE	9,986	4,239	3,235	8	294	1	214	37
NEW JERSEY	54,322	40,738	53,182	5,899	8,671	.	125	703
NEW MEXICO	24,514	3,844	6,685	0	11	150	18	94
NEW YORK	20,225	109,915	117,690	17,809	8,502	0	909	1,577
NORTH CAROLINA	62,695	29,718	19,453	2,022	149	8	13	227
NORTH DAKOTA	8,418	1,322	942	70	6	31	46	32
OHIO	72,552	72,964	31,548	4,191	12,772	422	.	2,264
OKLAHOMA	30,548	20,181	10,304	446	85	45	97	200
OREGON	30,616	11,859	2,273	123	297	6	13	126
PENNSYLVANIA	67,036	53,265	49,695	3,486	14	694	24	170
PUERTO RICO	1,008	15,468	10,325	1,601	921	192	65	1,279
RHODE ISLAND	9,978	3,109	4,889	206	432	0	91	137
SOUTH CAROLINA	22,810	28,091	17,551	1,177	20	55	10	155
SOUTH DAKOTA	4,258	7,060	833	85	19	113	27	22
TENNESSEE	48,748	29,064	18,913	918	556	20	17	1,153
TEXAS	80,027	183,159	54,385	3,937	98	537	1,019	5,199
UTAH	18,992	15,451	9,276	1,070	0	0	0	129
VERMONT	7,875	318	263	26	49	1	77	38
VIRGINIA	40,507	33,494	28,683	967	695	566	416	136
WASHINGTON	38,173	23,842	11,722	348	277	106	23	196
WEST VIRGINIA	2,490	27,875	8,749	235	8	51	22	52
WISCONSIN	27,017	32,782	15,990	923	24	8	3	154
WYOMING	6,996	3,822	116	36	19	172	30	16
AMERICAN SAMOA	212	19	19	0	0	0	0	0
GUAM	440	491	352	3	0	0	0	0
NORTHERN MARIANAS	104	48	1	0	3	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	163	93	917	7	0	0	17	4
BUR. OF INDIAN AFFAIRS	2,733	2,890	488	0	107	93	48	10
U.S. AND OUTLYING AREAS	1,547,218	1,610,401	988,364	83,143	46,830	5,536	6,539	19,351
50 STATES, D.C. & P.R.	1,543,566	1,606,860	986,587	83,133	46,720	5,443	6,474	19,337

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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TABLE AB8

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.29	26.16	25.10	1.05	0.07	0.02	0.02	0.27
ALASKA	44.79	33.25	20.94	0.77	0.00	0.16	0.00	0.08
ARIZONA	6.65	67.11	22.41	1.88	0.70	0.00	1.05	0.20
ARKANSAS	41.46	44.59	12.40	0.20	0.60	0.00	0.45	0.30
CALIFORNIA	24.08	44.59	27.83	1.80	1.69	.	.	.
COLORADO	24.20	61.01	13.33	0.51	0.05	0.01	0.69	0.20
CONNECTICUT	53.67	19.39	19.66	2.65	2.90	0.03	1.25	0.45
DELAWARE	39.94	40.89	18.94	0.04	0.00	0.00	0.00	0.18
DISTRICT OF COLUMBIA	29.84	70.16	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	44.46	25.39	27.02	2.76	0.14	0.07	0.02	0.14
GEORGIA	43.04	31.00	25.17	0.53	0.04	0.02	0.08	0.12
HAWAII	41.28	36.22	22.05	0.00	0.00	0.00	0.00	0.45
IDAHO	65.68	23.70	9.50	0.80	0.11	0.05	0.01	0.16
ILLINOIS	31.12	43.60	24.46	0.33	0.04	0.03	0.02	0.41
INDIANA	37.93	37.09	24.13	0.64	0.01	0.04	0.09	0.08
IOWA	18.17	65.93	13.36	1.84	.	.	0.51	0.19
KANSAS	54.06	27.78	15.37	2.13	0.18	0.07	0.17	0.24
KENTUCKY	37.49	46.50	14.25	1.11	0.01	0.10	0.12	0.42
LOUISIANA	37.19	18.63	41.62	1.76	0.01	0.18	0.05	0.56
MAINE	51.22	36.28	11.31	0.70	0.12	0.00	0.08	0.27
MARYLAND	48.81	18.90	24.83	5.08	1.71	0.13	0.27	0.27
MASSACHUSETTS	65.01	16.87	15.66	1.70	0.00	0.00	0.00	0.76
MICHIGAN	48.26	28.69	22.04	0.57	.	0.23	0.15	0.06
MINNESOTA	12.34	79.77	4.07	2.28	.	1.38	.	0.16
MISSISSIPPI	36.36	37.55	25.15	0.47	0.01	0.01	0.05	0.39
MISSOURI	35.29	40.70	19.04	3.63	0.76	0.18	0.12	0.28
MONTANA	58.03	30.74	10.25	0.25	0.00	0.34	0.28	0.11
NEBRASKA	61.24	23.22	13.66	0.94	0.30	0.07	0.07	0.50
NEVADA	33.99	48.60	13.68	2.93	0.01	0.11	0.06	0.62
NEW HAMPSHIRE	55.43	23.53	17.96	0.04	1.63	0.01	1.19	0.21
NEW JERSEY	33.20	24.89	32.50	3.60	5.30	.	0.08	0.43
NEW MEXICO	69.41	10.88	18.93	0.00	0.03	0.42	0.05	0.27
NEW YORK	7.31	39.73	42.54	6.44	3.07	0.00	0.33	0.57
NORTH CAROLINA	54.86	26.00	17.02	1.77	0.13	0.01	0.01	0.20
NORTH DAKOTA	77.46	12.17	8.67	0.64	0.06	0.29	0.42	0.29
OHIO	36.88	37.09	16.04	2.13	6.49	0.21	.	1.15
OKLAHOMA	49.35	32.60	16.64	0.72	0.14	0.07	0.16	0.32
OREGON	67.57	26.17	5.02	0.27	0.66	0.01	0.03	0.28
PENNSYLVANIA	38.44	30.54	28.50	2.00	0.01	0.40	0.01	0.10
PUERTO RICO	3.27	50.12	33.46	5.19	2.98	0.62	0.21	4.14
RHODE ISLAND	52.96	16.50	25.95	1.09	2.29	0.00	0.48	0.73
SOUTH CAROLINA	32.65	40.21	25.12	1.68	0.03	0.08	0.01	0.22
SOUTH DAKOTA	34.29	56.86	6.71	0.68	0.15	0.91	0.22	0.18
TENNESSEE	49.05	29.24	19.03	0.92	0.56	0.02	0.02	1.16
TEXAS	24.37	55.78	16.56	1.20	0.03	0.16	0.31	1.58
UTAH	42.28	34.40	20.65	2.38	0.00	0.00	0.00	0.29
VERMONT	91.07	3.68	3.04	0.30	0.57	0.01	0.89	0.44
VIRGINIA	38.41	31.76	27.20	0.92	0.66	0.54	0.39	0.13
WASHINGTON	51.11	31.92	15.69	0.47	0.37	0.14	0.03	0.26
WEST VIRGINIA	6.31	70.60	22.16	0.60	0.02	0.13	0.06	0.13
WISCONSIN	35.13	42.63	20.79	1.20	0.03	0.01	0.00	0.20
WYOMING	62.43	34.10	1.04	0.32	0.17	1.53	0.27	0.14
AMERICAN SAMOA	84.80	7.60	7.60	0.00	0.00	0.00	0.00	0.00
GUAM	34.21	38.18	27.37	0.23	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	30.77	0.64	0.00	1.92	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	13.57	7.74	76.35	0.58	0.00	0.00	1.42	0.33
BUR. OF INDIAN AFFAIRS	42.91	45.38	7.66	0.00	1.68	1.46	0.75	0.16
U.S. AND OUTLYING AREAS	35.92	37.39	22.95	1.93	1.09	0.13	0.15	0.45
50 STATES, D.C. & P.R.	35.91	37.39	22.95	1.93	1.09	0.13	0.15	0.45

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

BEST COPY AVAILABLE

TABLE AB9

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	153	266	332	0	0	0	0	0
ARIZONA	548	1,826	1,113	63	14	0	2	2
ARKANSAS	4,306	41	71	4	10	0	3	1
CALIFORNIA	23,522	5,284	13,423	870	239	.	.	.
COLORADO	1,428	886	1,187	212	4[illegible]	0	18	11
CONNECTICUT	610	2,052	2,471	246	141	0	1	28
DELAWARE	719	266	381	4	0	0	0	0
DISTRICT OF COLUMBIA	248	12	0	0	0	0	0	0
FLORIDA	7,145	455	3,229	384	152	2	0	7
GEORGIA	3,065	2,471	1,867	197	113	19	45	102
HAWAII	235	70	587	0	0	0	0	0
IDAHO	1,107	380	660	145	48	2	0	17
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	85	4,074	425	2,928	5	0	2	0
IOWA	2,781	140	2,110	269	.	.	2	100
KANSAS	1,491	145	1,907	349	30	1	0	127
KENTUCKY	7,230	1,121	189	106	97	3	3	20
LOUISIANA	3,152	205	3,117	341	2	3	0	35
MAINE	1,656	83	160	38	202	0	0	303
MARYLAND	4,137	2,310	476	255	289	0	0	231
MASSACHUSETTS	8,725	247	1,066	30	0	0	0	17
MICHIGAN	6,992	483	5,949	884	.	0	1	36
MINNESOTA	582	4,006	3,881	484	.	7	.	34
MISSISSIPPI	2,214	534	921	203	3	0	0	17
MISSOURI	804	260	1,246	612	52	0	0	12
MONTANA	919	338	298	1	0	0	0	0
NEBRASKA	1,759	110	532	36	16	0	0	205
NEVADA	627	74	753	321	6	0	1	36
NEW HAMPSHIRE	547	116	507	1	29	0	2	56
NEW JERSEY	7,073	149	5,598	1,044	790	.	1	29
NEW MEXICO	574	542	1,224	138	29	1	0	83
NEW YORK	3,400	461	4,330	1,111	19,128	0	7	39
NORTH CAROLINA	8,134	589	1,021	707	415	140	0	169
NORTH DAKOTA	443	63	317	133	5	1	4	23
OHIO	5,801	251	3,718	545	623	0	.	22
OKLAHOMA	3,492	237	1,271	226	15	1	9	46
OREGON	1,044	40	79	3	10	0	0	9
PENNSYLVANIA	5,511	110	6,615	181	79	9	3	4
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	834	188	624	16	77	0	0	1
SOUTH CAROLINA	6,296	844	1,168	188	3	6	0	25
SOUTH DAKOTA	712	532	790	89	1	0	0	69
TENNESSEE	6,382	779	1,063	186	88	0	0	31
TEXAS	13,069	2,087	8,942	451	3	5	35	209
UTAH	821	75	249	30	0	0	0	7
VERMONT	353	3	195	57	114	0	1	130
VIRGINIA	4,669	587	3,794	378	55	7	1	814
WASHINGTON	3,059	767	4,811	364	171	15	10	218
WEST VIRGINIA	192	2,256	688	24	0	2	0	92
WISCONSIN	4,057	1,399	5,108	253	2	0	3	7
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	35	0	0	0	0	0	0	0
GUAM	42	1	2	0	0	0	0	0
NORTHERN MARIANAS	15	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	162,795	40,215	100,465	15,107	23,100	224	154	3,424
50 STATES, D.C. & P.R.	162,703	40,214	100,463	15,107	23,100	224	154	3,424

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB9

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	20.37	35.42	44.21	0.00	0.00	0.00	0.00	0.00
ARIZONA	15.36	51.18	31.19	1.77	0.39	0.00	0.06	0.06
ARKANSAS	97.07	0.92	1.60	0.09	0.23	0.00	0.07	0.02
CALIFORNIA	54.28	12.19	30.97	2.01	0.55	.	.	.
COLORADO	37.72	23.40	31.35	5.60	1.16	0.00	0.48	0.29
CONNECTICUT	10.99	36.98	44.53	4.43	2.54	0.00	0.02	0.50
DELAWARE	52.48	19.42	27.81	0.29	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	95.38	4.62	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	62.82	4.00	28.39	3.38	1.34	0.02	0.00	0.06
GEORGIA	38.90	31.36	23.70	2.50	1.43	0.24	0.57	1.29
HAWAII	26.35	7.85	65.81	0.00	0.00	0.00	0.00	0.00
IDAHO	46.93	16.11	27.98	6.15	2.03	0.08	0.00	0.72
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.13	54.18	5.65	38.94	0.07	0.00	0.03	0.00
IOWA	51.48	2.59	39.06	4.98	.	.	0.04	1.85
KANSAS	36.81	3.58	47.09	8.62	0.74	0.02	0.00	3.14
KENTUCKY	82.45	12.78	2.16	1.21	1.11	0.03	0.03	0.23
LOUISIANA	45.98	2.99	45.47	4.97	0.03	0.04	0.00	0.51
MAINE	67.81	3.40	6.55	1.56	8.27	0.00	0.00	12.41
MARYLAND	53.74	30.01	6.18	3.31	3.75	0.00	0.00	3.00
MASSACHUSETTS	86.51	2.45	10.57	0.30	0.00	0.00	0.00	0.17
MICHIGAN	48.74	3.37	41.47	6.16	.	0.00	0.01	0.25
MINNESOTA	6.47	44.54	43.15	5.38	.	0.08	.	0.38
MISSISSIPPI	56.89	13.72	23.66	5.22	0.08	0.00	0.00	0.44
MISSOURI	26.93	8.71	41.73	20.50	1.74	0.00	0.00	0.40
MONTANA	59.06	21.72	19.15	0.06	0.00	0.00	0.00	0.00
NEBRASKA	66.18	4.14	20.02	1.35	0.60	0.00	0.00	7.71
NEVADA	34.49	4.07	41.42	17.66	0.33	0.00	0.06	1.98
NEW HAMPSHIRE	43.48	9.22	40.30	0.08	2.31	0.00	0.16	4.45
NEW JERSEY	48.17	1.01	38.12	7.11	5.38	.	0.01	0.20
NEW MEXICO	22.15	20.92	47.24	5.33	1.12	0.04	0.00	3.20
NEW YORK	11.94	1.62	15.21	3.90	67.17	0.00	0.02	0.14
NORTH CAROLINA	72.79	5.27	9.14	6.33	3.71	1.25	0.00	1.51
NORTH DAKOTA	44.79	6.37	32.05	13.45	0.51	0.10	0.40	2.33
OHIO	52.93	2.29	33.92	4.97	5.68	0.00	.	0.20
OKLAHOMA	65.92	4.47	23.99	4.27	0.28	0.02	0.17	0.87
OREGON	88.10	3.38	6.67	0.25	0.84	0.00	0.00	0.76
PENNSYLVANIA	44.05	0.88	52.87	1.45	0.63	0.07	0.02	0.03
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	47.93	10.80	35.86	0.92	4.43	0.00	0.00	0.06
SOUTH CAROLINA	73.81	9.89	13.69	2.20	0.04	0.07	0.00	0.29
SOUTH DAKOTA	32.47	24.26	36.02	4.06	0.05	0.00	0.00	3.15
TENNESSEE	74.83	9.13	12.46	2.18	1.03	0.00	0.00	0.36
TEXAS	52.70	8.41	36.05	1.82	0.01	0.02	0.14	0.84
UTAH	69.46	6.35	21.07	2.54	0.00	0.00	0.00	0.59
VERMONT	41.38	0.35	22.86	6.68	13.36	0.00	0.12	15.24
VIRGINIA	45.31	5.70	36.82	3.67	0.53	0.07	0.01	7.90
WASHINGTON	32.49	8.15	51.10	3.87	1.82	0.16	0.11	2.32
WEST VIRGINIA	5.90	69.33	21.14	0.74	0.00	0.06	0.00	2.83
WISCONSIN	37.46	12.92	47.17	2.34	0.02	0.00	0.03	0.06
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	93.33	2.22	4.44	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	47.12	11.64	29.08	4.37	6.69	0.06	0.04	0.99
50 STATES, D.C. & P.R.	47.11	11.64	29.09	4.37	6.69	0.06	0.04	0.99

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

463

TABLE AB10

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	26,958	8,997	7,180	316	27	2	3	54
ALASKA	3,242	1,858	1,086	28	0	0	0	0
ARIZONA	1,775	22,173	4,903	356	135	0	74	18
ARKANSAS	10,442	6,516	1,949	49	77	0	57	19
CALIFORNIA	88,204	98,228	57,104	3,701	1,912	.	.	.
COLORADO	7,774	15,745	2,922	53	15	1	129	21
CONNECTICUT	17,461	4,225	5,501	404	432	0	111	37
DELAWARE	2,829	1,903	1,068	4	0	0	0	1
DISTRICT OF COLUMBIA	381	514	0	0	0	0	0	0
FLORIDA	64,529	28,763	22,951	1,690	114	4	28	134
GEORGIA	27,329	14,802	12,213	196	35	15	25	83
HAWAII	3,291	2,081	1,135	0	0	0	0	12
IDAHO	8,835	1,894	723	37	8	2	0	12
ILLINOIS	47,602	32,882	18,446	220	11	1	1	144
INDIANA	33,305	13,286	10,689	219	3	3	16	10
IOWA	8,914	14,626	3,112	288	.	.	41	46
KANSAS	14,664	4,321	2,940	392	22	9	1	33
KENTUCKY	19,552	12,743	3,644	184	5	7	30	69
LOUISIANA	17,210	4,878	11,268	387	4	32	4	112
MAINE	7,573	4,048	1,197	39	13	0	3	18
MARYLAND	24,228	7,811	8,551	1,695	493	2	31	71
MASSACHUSETTS	43,734	8,705	10,363	285	0	0	0	188
MICHIGAN	44,505	15,493	13,619	235	.	8	10	34
MINNESOTA	4,027	31,092	1,034	320	.	121	.	31
MISSISSIPPI	12,446	5,433	4,985	98	2	2	7	54
MISSOURI	24,930	19,566	9,852	1,463	297	57	48	78
MONTANA	5,207	2,131	627	15	0	8	3	4
NEBRASKA	12,146	3,095	2,002	111	23	4	3	78
NEVADA	4,717	4,078	1,248	216	1	1	5	28
NEW HAMPSHIRE	4,685	2,068	1,624	5	64	0	35	12
NEW JERSEY	45,965	15,033	22,517	1,808	3,208	.	15	161
NEW MEXICO	11,995	2,540	3,521	0	3	15	5	28
NEW YORK	15,842	45,510	50,151	6,354	2,440	0	116	340
NORTH CAROLINA	43,645	11,752	8,540	583	81	6	8	74
NORTH DAKOTA	4,797	552	324	55	3	7	5	21
OHIO	52,416	29,518	16,282	1,400	11,454	0	.	324
OKLAHOMA	20,360	8,262	4,921	181	43	16	26	50
OREGON	19,106	5,071	986	32	51	0	6	28
PENNSYLVANIA	44,709	17,129	24,231	937	8	92	8	48
PUERTO RICO	532	6,490	3,520	174	264	37	6	382
RHODE ISLAND	5,760	1,159	2,407	45	130	0	18	26
SOUTH CAROLINA	18,902	12,738	7,965	428	9	13	2	33
SOUTH DAKOTA	2,942	3,881	434	26	6	21	4	13
TENNESSEE	32,383	11,133	7,697	302	126	9	0	236
TEXAS	61,042	88,749	18,614	943	17	35	236	1,211
UTAH	13,171	8,406	4,377	320	0	0	0	37
VERMONT	4,272	134	49	1	14	0	13	15
VIRGINIA	26,180	14,346	14,682	383	307	54	58	54
WASHINGTON	24,485	10,881	5,654	96	89	2	10	73
WEST VIRGINIA	944	15,000	3,404	31	2	14	1	7
WISCONSIN	17,324	13,628	7,232	237	14	3	1	54
WYOMING	4,056	1,618	39	5	16	44	5	4
AMERICAN SAMOA	127	0	16	0	0	0	0	0
GUAM	242	310	51	1	0	0	0	0
NORTHERN MARIANAS	62	9	0	0	1	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	117	44	348	0	0	0	2	1
BUR. OF INDIAN AFFAIRS	1,690	1,341	227	0	77	48	9	0
U.S. AND OUTLYING AREAS	1,065,561	719,189	432,125	27,348	22,056	695	1,219	4,621
50 STATES, D.C. & P.R.	1,063,323	717,485	431,483	27,347	21,978	647	1,208	4,620

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TABLE AB10

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	61.92	20.67	16.49	0.73	0.06	0.00	0.01	0.12
ALASKA	52.17	29.90	17.48	0.45	0.00	0.00	0.00	0.00
ARIZONA	6.03	75.33	16.66	1.21	0.46	0.00	0.25	0.06
ARKANSAS	54.64	34.10	10.20	0.26	0.40	0.00	0.30	0.10
CALIFORNIA	35.40	39.43	22.92	1.49	0.77	.	.	.
COLORADO	29.16	59.06	10.96	0.20	0.06	0.00	0.48	0.08
CONNECTICUT	61.98	15.00	19.53	1.43	1.53	0.00	0.39	0.13
DELAWARE	48.73	32.78	18.40	0.07	0.00	0.00	0.00	0.02
DISTRICT OF COLUMBIA	42.57	57.43	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	54.59	24.33	19.41	1.43	0.10	0.00	0.02	0.11
GEORGIA	49.96	27.06	22.33	0.36	0.06	0.03	0.05	0.15
HAWAII	50.48	31.92	17.41	0.00	0.00	0.00	0.00	0.18
IDAHO	76.75	16.45	6.28	0.32	0.07	0.02	0.00	0.10
ILLINOIS	47.93	33.11	18.57	0.22	0.01	0.00	0.00	0.15
INDIANA	57.89	23.09	18.58	0.38	0.01	0.01	0.03	0.02
IOWA	32.98	54.12	11.51	1.07	.	.	0.15	0.17
KANSAS	65.52	19.31	13.14	1.75	0.10	0.04	0.00	0.15
KENTUCKY	53.96	35.17	10.06	0.51	0.01	0.02	0.08	0.19
LOUISIANA	50.77	14.39	33.24	1.14	0.01	0.09	0.01	0.33
MAINE	58.75	31.40	9.29	0.30	0.10	0.00	0.02	0.14
MARYLAND	56.50	18.22	19.94	3.95	1.15	0.00	0.07	0.17
MASSACHUSETTS	69.12	13.76	16.38	0.45	0.00	0.00	0.00	0.30
MICHIGAN	60.22	20.96	18.43	0.32	.	0.01	0.01	0.05
MINNESOTA	11.00	84.89	2.82	0.87	.	0.33	.	0.08
MISSISSIPPI	54.05	23.59	21.65	0.43	0.01	0.01	0.03	0.23
MISSOURI	44.29	34.76	17.50	2.60	0.53	0.10	0.09	0.14
MONTANA	65.13	26.65	7.84	0.19	0.00	0.10	0.04	0.05
NEBRASKA	69.56	17.72	11.46	0.64	0.13	0.02	0.02	0.45
NEVADA	45.82	39.62	12.12	2.10	0.01	0.01	0.05	0.27
NEW HAMPSHIRE	55.16	24.35	19.12	0.06	0.75	0.00	0.41	0.14
NEW JERSEY	51.82	16.95	25.38	2.04	3.62	.	0.02	0.18
NEW MEXICO	66.25	14.03	19.45	0.00	0.02	0.08	0.03	0.15
NEW YORK	13.12	37.69	41.53	5.26	2.02	0.00	0.10	0.28
NORTH CAROLINA	67.47	18.17	13.20	0.90	0.13	0.01	0.01	0.11
NORTH DAKOTA	83.22	9.58	5.62	0.95	0.05	0.12	0.09	0.36
OHIO	47.05	26.50	14.62	1.26	10.28	0.00	.	0.29
OKLAHOMA	60.13	24.40	14.53	0.53	0.13	0.05	0.08	0.15
OREGON	75.58	20.06	3.90	0.13	0.20	0.00	0.02	0.11
PENNSYLVANIA	51.29	19.65	27.80	1.08	0.01	0.11	0.01	0.06
PUERTO RICO	4.66	56.90	30.86	1.53	2.31	0.32	0.05	3.35
RHODE ISLAND	60.35	12.14	25.22	0.47	1.36	0.00	0.19	0.27
SOUTH CAROLINA	47.15	31.77	19.87	1.07	0.02	0.03	0.00	0.08
SOUTH DAKOTA	40.15	52.97	5.92	0.35	0.08	0.29	0.05	0.18
TENNESSEE	62.41	21.46	14.83	0.58	0.24	0.02	0.00	0.45
TEXAS	35.73	51.95	10.90	0.55	0.01	0.02	0.14	0.71
UTAH	50.06	31.95	16.64	1.22	0.00	0.00	0.00	0.14
VERMONT	94.98	2.98	1.09	0.02	0.31	0.00	0.29	0.33
VIRGINIA	[illegible].70	25.59	26.19	0.68	0.55	0.10	0.10	0.10
WASHINGTON	59.30	26.35	13.69	0.23	0.22	0.00	0.02	0.18
WEST VIRGINIA	4.87	77.31	17.54	0.16	0.01	0.07	0.01	0.04
WISCONSIN	45.01	35.40	18.79	0.62	0.04	0.01	0.00	0.14
WYOMING	70.09	27.96	0.67	0.09	0.28	0.76	0.09	0.07
AMERICAN SAMOA	88.81	0.00	11.19	0.00	0.00	0.00	0.00	0.00
GUAM	40.07	51.32	8.44	0.17	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	86.11	12.50	0.00	0.00	1.39	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	22.85	8.59	67.97	0.00	0.00	0.00	0.39	0.20
BUR. OF INDIAN AFFAIRS	49.82	39.53	6.69	0.00	2.27	1.42	0.27	0.00
U.S. AND OUTLYING AREAS	46.88	31.64	19.01	1.20	0.97	0.03	0.05	0.20
50 STATES, D.C. & P.R.	46.88	31.63	19.02	1.21	0.97	0.03	0.05	0.20

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

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465

TABLE AB11

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	13,110	12,363	12,653	447	28	17	15	153
ALASKA	1,492	1,686	1,008	52	0	17	0	6
ARIZONA	1,707	13,361	6,092	520	173	0	476	68
ARKANSAS	6,095	10,778	2,890	31	138	0	127	97
CALIFORNIA	17,965	94,588	58,175	3,771	5,011	.	.	.
COLORADO	4,382	14,523	3,358	138	11	6	217	71
CONNECTICUT	11,746	5,985	5,001	835	1,016	13	529	194
DELAWARE	1,067	1,984	749	0	0	0	0	16
DISTRICT OF COLUMBIA	297	1,065	0	0	0	0	0	0
FLORIDA	28,313	23,620	31,556	3,111	159	140	8	148
GEORGIA	13,542	13,747	11,025	289	3	8	54	30
HAWAII	1,810	2,338	1,451	0	0	0	0	45
IDAHO	3,569	2,434	927	106	7	6	1	16
ILLINOIS	7,037	40,676	22,676	258	51	44	12	515
INDIANA	5,536	22,699	12,831	379	4	33	62	73
IOWA	954	19,445	3,555	517	.	.	210	57
KANSAS	6,333	6,100	2,742	374	43	12	66	54
KENTUCKY	4,537	15,800	5,015	410	1	55	47	173
LOUISIANA	6,914	7,003	15,093	577	3	64	27	215
MAINE	4,492	4,346	1,412	115	16	1	14	41
MARYLAND	13,755	6,714	10,657	1,703	716	98	143	130
MASSACHUSETTS	35,164	11,505	8,150	1,528	0	0	0	646
MICHIGAN	21,885	22,752	16,285	303		311	188	40
MINNESOTA	4,497	24,035	1,358	1,070	.	779	.	68
MISSISSIPPI	4,222	10,881	6,118	87	3	5	10	105
MISSOURI	13,618	23,796	10,910	1,981	519	116	78	208
MONTANA	2,748	1,998	707	16	0	40	36	10
NEBRASKA	6,216	3,726	1,751	124	56	9	13	60
NEVADA	1,359	4,423	1,103	193	1	19	6	76
NEW HAMPSHIRE	4,714	1,959	1,513	3	192	1	160	16
NEW JERSEY	7,898	23,364	27,713	3,452	4,466	.	67	459
NEW MEXICO	11,630	1,199	2,735	0	5	119	10	53
NEW YORK	4,074	58,237	59,922	8,275	5,200	0	524	1,005
NORTH CAROLINA	17,731	16,301	9,908	1,010	49	1	2	134
NORTH DAKOTA	3,289	682	475	12	2	18	29	7
OHIO	17,789	39,482	13,730	2,411	1,227	280	.	1,763
OKLAHOMA	9,178	10,955	4,909	191	39	25	68	127
OREGON	10,743	6,286	1,087	85	211	6	5	86
PENNSYLVANIA	19,942	32,327	23,159	1,953	5	552	12	105
PUERTO RICO	404	8,268	5,678	904	363	96	31	557
RHODE ISLAND	3,876	1,761	2,145	131	222	0	58	96
SOUTH CAROLINA	3,536	13,948	8,615	524	10	38	8	106
SOUTH DAKOTA	1,211	2,905	337	43	9	71	20	6
TENNESSEE	14,616	16,283	9,847	451	303	7	11	790
TEXAS	17,465	87,688	27,787	2,087	43	184	568	3,698
UTAH	5,588	6,784	4,414	403	0	0	0	83
VERMONT	3,361	165	153	20	31	1	53	14
VIRGINIA	12,928	17,164	12,411	421	347	415	288	70
WASHINGTON	12,204	11,815	4,984	193	184	71	13	111
WEST VIRGINIA	1,380	11,353	4,732	128	5	36	18	38
WISCONSIN	8,748	17,562	7,420	566	7	4	2	87
WYOMING	2,283	1,566	28	24	3	99	16	10
AMERICAN SAMOA	85	14	3	0	0	0	0	0
GUAM	183	161	251	1	0	0	0	0
NORTHERN MARIANAS	41	32	1	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	43	49	515	7	0	0	8	3
BUR. OF INDIAN AFFAIRS	954	1,376	225	0	30	43	35	10
U.S. AND OUTLYING AREAS	440,256	814,057	489,945	42,230	20,914	3,860	4,345	12,749
50 STATES, D.C. & P.R.	438,950	812,425	488,950	42,222	20,882	3,817	4,302	12,736

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB11

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	33.80	31.87	32.62	1.15	0.07	0.04	0.04	0.39
ALASKA	35.02	39.57	23.66	1.22	0.00	0.40	0.00	0.14
ARIZONA	7.62	59.66	27.20	2.32	0.77	0.00	2.13	0.30
ARKANSAS	30.24	53.47	14.34	0.15	0.68	0.00	0.63	0.48
CALIFORNIA	10.01	52.69	32.41	2.10	2.79	.	.	.
COLORADO	19.30	63.96	14.79	0.61	0.05	0.03	0.96	0.31
CONNECTICUT	46.39	23.64	19.75	3.30	4.01	0.05	2.09	0.77
DELAWARE	27.96	51.99	19.63	0.00	0.00	0.00	0.00	0.42
DISTRICT OF COLUMBIA	21.81	78.19	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	32.52	27.13	36.25	3.57	0.18	0.16	0.01	0.17
GEORGIA	34.99	35.52	28.49	0.75	0.01	0.02	0.14	0.08
HAWAII	32.07	41.42	25.71	0.00	0.00	0.00	0.00	0.80
IDAHO	50.51	34.45	13.12	1.50	0.10	0.08	0.01	0.23
ILLINOIS	9.87	57.07	31.82	0.36	0.07	0.06	0.02	0.72
INDIANA	13.30	54.54	30.83	0.91	0.01	0.08	0.15	0.18
IOWA	3.86	78.60	14.37	2.09	.	.	0.85	0.23
KANSAS	40.28	38.79	17.44	2.38	0.27	0.08	0.42	0.34
KENTUCKY	17.42	60.68	19.26	1.57	0.00	0.21	0.18	0.66
LOUISIANA	23.13	23.42	50.49	1.93	0.01	0.21	0.09	0.12
MAINE	43.04	41.64	13.53	1.10	0.15	0.01	0.13	0.39
MARYLAND	40.56	19.80	31.42	5.02	2.11	0.29	0.42	0.38
MASSACHUSETTS	61.70	20.19	14.30	2.68	0.00	0.00	0.00	1.13
MICHIGAN	35.43	36.84	26.37	0.49	.	0.50	0.30	0.06
MINNESOTA	14.14	75.57	4.27	3.36	.	2.45	.	0.21
MISSISSIPPI	19.70	50.77	28.55	0.41	0.01	0.02	0.05	0.49
MISSOURI	26.58	46.45	21.30	3.87	1.01	0.23	0.15	0.41
MONTANA	49.47	35.97	12.73	0.29	0.00	0.72	0.65	0.18
NEBRASKA	51.99	31.17	14.65	1.04	0.47	0.08	0.11	0.50
NEVADA	18.93	61.60	15.36	2.69	0.01	0.26	0.08	1.06
NEW HAMPSHIRE	55.08	22.89	17.68	0.04	2.24	0.01	1.87	0.19
NEW JERSEY	11.71	34.65	41.11	5.12	6.62	.	0.10	0.68
NEW MEXICO	73.84	7.61	17.36	0.00	0.03	0.76	0.06	0.34
NEW YORK	2.97	42.44	43.66	6.03	3.79	0.00	0.38	0.73
NORTH CAROLINA	39.28	36.12	21.95	2.24	0.11	0.00	0.00	0.30
NORTH DAKOTA	72.86	15.11	10.52	0.27	0.04	0.40	0.64	0.16
OHIO	23.20	51.49	17.91	3.14	1.60	0.37	.	2.30
OKLAHOMA	36.00	42.97	19.26	0.75	0.15	0.10	0.27	0.50
OREGON	58.04	33.96	5.87	0.46	1.14	0.03	0.03	0.46
PENNSYLVANIA	25.55	41.42	29.67	2.50	0.01	0.71	0.02	0.13
PUERTO RICO	2.48	50.72	34.83	5.55	2.23	0.59	0.19	3.42
RHODE ISLAND	46.76	21.25	25.88	1.58	2.68	0.00	0.70	1.16
SOUTH CAROLINA	13.20	52.07	32.16	1.96	0.04	0.14	0.03	0.40
SOUTH DAKOTA	26.31	63.12	7.32	0.93	0.20	1.54	0.43	0.13
TENNESSEE	34.55	38.49	23.27	1.07	0.72	0.02	0.03	1.87
TEXAS	12.52	62.85	19.92	1.50	0.03	0.13	0.41	2.65
UTAH	32.35	39.28	25.56	2.33	0.00	0.00	0.00	0.48
VERMONT	88.49	4.34	4.03	0.53	0.82	0.03	1.40	0.37
VIRGINIA	29.35	38.97	28.18	0.96	0.79	0.94	0.65	0.16
WASHINGTON	41.26	39.95	16.85	0.65	0.62	0.24	0.04	0.38
WEST VIRGINIA	7.80	64.18	26.75	0.72	0.03	0.20	0.10	0.21
WISCONSIN	25.43	51.06	21.57	1.65	0.02	0.01	0.01	0.25
WYOMING	56.66	38.87	0.69	0.60	0.07	2.46	0.40	0.25
AMERICAN SAMOA	83.33	13.73	2.94	0.00	0.00	0.00	0.00	0.00
GUAM	30.70	27.01	42.11	0.17	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	53.95	42.11	1.32	0.00	2.63	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	6.88	7.84	82.40	1.12	0.00	0.00	1.28	0.48
BUR. OF INDIAN AFFAIRS	35.69	51.48	8.42	0.00	1.12	1.61	1.31	0.37
U.S. AND OUTLYING AREAS	24.08	44.52	26.80	2.31	1.14	0.21	0.24	0.70
50 STATES, D.C. & P.R.	24.06	44.53	26.80	2.31	1.14	0.21	0.24	0.70

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB12

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,338	1,547	2,147	153	10	2	3	31
ALASKA	157	87	192	4	0	1	0	3
ARIZONA	138	1,004	1,208	146	74	0	24	23
ARKANSAS	602	1,139	285	3	33	0	4	6
CALIFORNIA	1,307	6,229	8,965	581	637	.	.	.
COLORADO	303	1,139	582	72	0	0	8	9
CONNECTICUT	990	702	563	252	183	2	64	23
DELAWARE	87	191	72	0	0	0	0	1
DISTRICT OF COLUMBIA	73	187	0	0	0	0	0	0
FLORIDA	2,046	1,808	3,159	1,097	25	2	0	11
GEORGIA	1,014	1,619	1,255	33	1	0	3	6
HAWAII	88	134	186	0	0	0	0	0
IDAHO	233	231	177	11	6	1	0	3
ILLINOIS	406	3,554	2,130	111	10	0	14	60
INDIANA	385	2,373	1,438	60	0	3	17	0
IOWA	53	1,934	629	201	.	.	30	2
KANSAS	511	633	435	82	8	5	2	7
KENTUCKY	394	1,822	647	131	1	4	0	31
LOUISIANA	1,011	710	1,767	224	0	29	0	50
MAINE	467	483	159	17	1	0	3	8
MARYLAND	1,119	612	682	669	160	6	41	16
MASSACHUSETTS	3,277	1,118	1,280	330	0	0	0	133
MICHIGAN	2,298	2,587	1,462	277	.	15	9	16
MINNESOTA	293	1,858	514	238	.	87	.	16
MISSISSIPPI	373	1,285	686	35	0	0	5	24
MISSOURI	1,800	3,166	1,006	707	51	28	14	30
MONTANA	295	241	124	4	0	1	1	2
NEBRASKA	456	315	444	54	13	7	4	17
NEVADA	89	314	131	122	0	0	0	9
NEW HAMPSHIRE	587	212	98	0	38	0	19	9
NEW JERSEY	459	2,341	2,952	639	997	.	43	83
NEW MEXICO	889	105	429	0	3	16	3	13
NEW YORK	309	6,168	7,617	3,180	862	0	269	232
NORTH CAROLINA	1,319	1,665	1,005	429	19	1	3	19
NORTH DAKOTA	332	88	143	3	1	6	12	4
OHIO	2,347	3,964	1,536	380	91	142	.	177
OKLAHOMA	1,010	964	474	74	3	4	3	23
OREGON	767	502	200	6	35	0	2	12
PENNSYLVANIA	2,385	3,809	2,305	596	1	50	4	17
PUERTO RICO	72	710	1,127	523	294	59	28	340
RHODE ISLAND	342	189	337	30	80	0	15	15
SOUTH CAROLINA	372	1,405	971	225	1	4	0	16
SOUTH DAKOTA	105	274	62	16	4	21	3	3
TENNESSEE	1,749	1,648	1,369	165	127	4	6	127
TEXAS	1,520	6,722	7,984	907	38	318	215	290
UTAH	233	261	485	347	0	0	0	9
VERMONT	242	19	61	5	4	0	11	9
VIRGINIA	1,399	1,984	1,590	163	41	97	70	12
WASHINGTON	1,484	1,146	1,084	59	4	33	0	12
WEST VIRGINIA	166	1,522	613	76	1	1	3	7
WISCONSIN	945	1,592	1,338	120	3	1	0	13
WYOMING	657	638	49	7	0	29	9	2
AMERICAN SAMOA	0	5	0	0	0	0	0	0
GUAM	15	20	50	1	0	0	0	0
NORTHERN MARIANAS	1	7	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	0	54	0	0	0	7	0
BUR. OF INDIAN AFFAIRS	89	173	36	0	0	2	4	0
U.S. AND OUTLYING AREAS	41,401	77,155	66,294	13,565	3,860	981	975	1,981
50 STATES, D.C. & P.R.	41,293	76,950	66,154	13,564	3,860	979	964	1,981

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LRKXNP1A)
20OCT93

TABLE AB12

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	25.58	29.57	41.04	2.92	0.19	0.04	0.06	0.59
ALASKA	35.36	19.59	43.24	0.90	0.00	0.23	0.00	0.68
ARIZONA	5.27	38.36	46.16	5.58	2.83	0.00	0.92	0.88
ARKANSAS	29.05	54.97	13.75	0.14	1.59	0.00	0.19	0.29
CALIFORNIA	7.38	35.15	50.60	3.28	3.60	.	.	.
COLORADO	14.34	53.90	27.54	3.41	0.00	0.00	0.38	0.43
CONNECTICUT	35.62	25.26	20.26	9.07	6.59	0.07	2.30	0.83
DELAWARE	24.79	54.42	20.51	0.00	0.00	0.00	0.00	0.28
DISTRICT OF COLUMBIA	28.08	71.92	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	25.11	22.19	38.77	13.46	0.31	0.02	0.00	0.14
GEORGIA	25.79	41.19	31.93	0.84	0.03	0.00	0.08	0.15
HAWAII	21.57	32.84	45.59	0.00	0.00	0.00	0.00	0.00
IDAHO	35.20	34.89	26.74	1.66	0.91	0.15	0.00	0.45
ILLINOIS	6.46	56.55	33.89	1.77	0.16	0.00	0.22	0.95
INDIANA	9.00	55.50	33.63	1.40	0.00	0.07	0.40	0.00
IOWA	1.86	67.88	22.08	7.06	.	.	1.05	0.07
KANSAS	30.36	37.61	25.85	4.87	0.48	0.30	0.12	0.42
KENTUCKY	13.00	60.13	21.35	4.32	0.03	0.13	0.00	1.02
LOUISIANA	26.67	18.73	46.61	5.91	0.00	0.76	0.00	1.32
MAINE	41.04	42.44	13.97	1.49	0.09	0.00	0.26	0.70
MARYLAND	33.86	18.52	20.64	20.24	4.84	0.18	1.24	0.48
MASSACHUSETTS	53.39	18.21	20.85	5.38	0.00	0.00	0.00	2.17
MICHIGAN	34.48	38.82	21.94	4.16	.	0.23	0.14	0.24
MINNESOTA	9.75	61.81	17.10	7.92	.	2.89	.	0.53
MISSISSIPPI	15.49	53.36	28.49	1.45	0.00	0.00	0.21	1.00
MISSOURI	26.46	46.55	14.79	10.39	0.75	0.41	0.21	0.44
MONTANA	44.16	36.08	18.56	0.60	0.00	0.15	0.15	0.30
NEBRASKA	34.81	24.05	33.89	4.12	0.99	0.53	0.31	1.30
NEVADA	13.38	47.22	19.70	18.35	0.00	0.00	0.00	1.35
NEW HAMPSHIRE	60.96	22.01	10.18	0.00	3.95	0.00	1.97	0.93
NEW JERSEY	6.11	31.16	39.29	8.50	13.27	.	0.57	1.10
NEW MEXICO	60.97	7.20	29.42	0.00	0.21	1.10	0.21	0.89
NEW YORK	1.66	33.10	40.87	17.06	4.63	0.00	1.44	1.24
NORTH CAROLINA	29.57	37.33	22.53	9.62	0.43	0.02	0.07	0.43
NORTH DAKOTA	56.37	14.94	24.28	0.51	0.17	1.02	2.04	0.68
OHIO	27.17	45.90	17.78	4.40	1.05	1.64	.	2.05
OKLAHOMA	39.53	37.73	18.55	2.90	0.12	0.16	0.12	0.90
OREGON	50.33	32.94	13.12	0.39	2.30	0.00	0.13	0.79
PENNSYLVANIA	26.02	41.55	25.14	6.50	0.01	0.55	0.04	0.19
PUERTO RICO	2.28	22.52	35.74	16.59	9.32	1.87	0.89	10.78
RHODE ISLAND	33.93	18.75	33.43	2.98	7.94	0.00	1.49	1.49
SOUTH CAROLINA	12.42	46.93	32.43	7.52	0.03	0.13	0.00	0.53
SOUTH DAKOTA	21.52	56.15	12.70	3.28	0.82	4.30	0.61	0.61
TENNESSEE	33.67	31.72	26.35	3.18	2.44	0.08	0.12	2.44
TEXAS	8.45	37.36	44.37	5.04	0.21	1.77	1.19	1.61
UTAH	17.45	19.55	36.33	25.99	0.00	0.00	0.00	0.67
VERMONT	68.95	5.41	17.38	1.42	1.14	0.00	3.13	2.56
VIRGINIA	26.12	37.04	29.69	3.04	0.77	1.81	1.31	0.22
WASHINGTON	38.83	29.98	28.36	1.54	0.10	0.86	0.00	0.31
WEST VIRGINIA	6.95	63.71	25.66	3.18	0.04	0.04	0.13	0.29
WISCONSIN	23.55	39.68	33.35	2.99	0.07	0.02	0.00	0.32
WYOMING	47.23	45.87	3.52	0.50	0.00	2.08	0.65	0.14
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	17.44	23.26	58.14	1.16	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	12.50	87.50	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4.69	0.00	84.38	0.00	0.00	0.00	10.94	0.00
BUR. OF INDIAN AFFAIRS	29.28	56.91	11.84	0.00	0.00	0.66	1.32	0.00
U.S. AND OUTLYING AREAS	20.08	37.42	32.15	6.58	1.87	0.48	0.47	0.96
50 STATES, D.C. & P.R.	20.07	37.40	32.15	6.59	1.88	0.48	0.47	0.96

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

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TABLE AB13

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	49	74	0	481	151	72
ALASKA	1,056	1,180	159	0	0	1	0	2
ARIZONA	0	0	46	419	107	247	0	27
ARKANSAS	0	0	3	61	687	454	0	55
CALIFORNIA	0	36	0	70	0	2,250	0	69
COLORADO	0	0	28	621	287	482	0	258
CONNECTICUT	123	182	361	113	123	221	148	106
DELAWARE	590	113	525	806	0	15	28	78
DISTRICT OF COLUMBIA	0	32	2,638	733	485	4	263	13
FLORIDA	0	0	0	0	422	489	242	52
GEORGIA	110	135	0	159	0	1,470	0	0
HAWAII	16	11	103	40	5	0	0	14
IDAHO	0	36	25	170	34	7	1	6
ILLINOIS	93	298	23,423	6,620	5,417	1,871	686	5
INDIANA	.	.	.	994	.	626	.	.
IOWA	0	0	0	0	0	530	0	0
KANSAS	11	45	85	73	31	805	64	34
KENTUCKY	0	0	826	152	25	695	0	14
LOUISIANA	0	0	16	9	3	1,094	0	6
MAINE	77	33	42	2	193	40	121	26
MARYLAND	116	67	13	106	0	506	485	0
MASSACHUSETTS	0	0	0	0	4,183	0	712	115
MICHIGAN	50	44	1,315	4,385	.	746	12	38
MINNESOTA	0	0	0	28	7	291	25	0
MISSISSIPPI	0	3	0	112	0	411	0	36
MISSOURI	0	0	0	1,649	0	233	0	33
MONTANA	44	0	112	0	0	22	0	0
NEBRASKA	0	0	0	0	0	193	0	0
NEVADA	0	27	0	0	0	0	0	0
NEW HAMPSHIRE	54	18	18	454	22	61	70	0
NEW JERSEY	365	38	171	1,782	336	673	15	0
NEW MEXICO	0	0	0	0	0	125	0	124
NEW YORK	0	0	0	0	1,673	2,049	61	0
NORTH CAROLINA	87	43	35	3	75	931	334	90
NORTH DAKOTA	.	.	7	.	.	58	1	.
OHIO	0	0	0	0	0	323	.	9
OKLAHOMA	0	0	13	9	10	438	0	23
OREGON	1,843	351	1,257	229	432	206	121	266
PENNSYLVANIA	430	215	1,480	385	3,844	302	727	185
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	2	0	169	4
SOUTH CAROLINA	0	70	37	97	0	473	0	0
SOUTH DAKOTA	0	0	0	45	94	45	242	0
TENNESSEE	0	28	1	151	0	635	0	92
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	588	0	199
VERMONT	10	2	4	43	21	14	76	0
VIRGINIA	342	42	82	11	1	456	2	93
WASHINGTON	0	0	0	104	0	447	0	0
WEST VIRGINIA	0	0	0	48	185	162	0	90
WISCONSIN	0	0	8	0	0	662	0	0
WYOMING	0	0	0	18	0	79	0	0
AMERICAN SAMOA	12	0	25	0	0	0	0	0
GUAM	73	25	148	15	16	3	0	1
NORTHERN MARIANAS	98	90	11	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	8	0	0	12	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,600	3,164	33,066	20,798	18,720	22,914	4,768	2,237
50 STATES, D.C. & P.R.	5,417	3,049	32,882	20,775	18,704	22,911	4,756	2,234

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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TABLE AB13

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	0	0
ALASKA	0	0
ARIZONA	87	0
ARKANSAS	0	0
CALIFORNIA	1,151	0
COLORADO	311	0
CONNECTICUT	313	2
DELAWARE	196	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	68	0
GEORGIA	45	0
HAWAII	49	0
IDAHO	0	0
ILLINOIS	506	45
INDIANA	140	0
IOWA	140	0
KANSAS	150	144
KENTUCKY	275	0
LOUISIANA	97	0
MAINE	115	0
MARYLAND	73	0
MASSACHUSETTS	247	0
MICHIGAN	0	7
MINNESOTA	68	.
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	15	.
NEBRASKA	37	0
NEVADA	27	0
NEW HAMPSHIRE	33	5
NEW JERSEY	516	0
NEW MEXICO	0	0
NEW YORK	821	0
NORTH CAROLINA	161	0
NORTH DAKOTA	.	.
OHIO	.	0
OKLAHOMA	0	0
OREGON	372	.
PENNSYLVANIA	39	59
PUERTO RICO	0	0
RHODE ISLAND	142	0
SOUTH CAROLINA	0	0
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	0	0
UTAH	0	0
VERMONT	14	0
VIRGINIA	4	4
WASHINGTON	0	0
WEST VIRGINIA	55	0
WISCONSIN	221	0
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	2	0
NORTHERN MARIANAS	.	.
PALAU	.	.
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	6,490	266
50 STATES, D.C. & P.R.	6,488	266

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB13

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	5.93	8.95	0.00	58.16	18.26	8.71
ALASKA	44.04	49.21	6.63	0.00	0.00	0.04	0.00	0.08
ARIZONA	0.00	0.00	5.44	49.53	12.65	29.20	0.00	3.19
ARKANSAS	0.00	0.00	0.24	4.84	54.52	36.03	0.00	4.37
CALIFORNIA	0.00	1.48	0.00	2.89	0.00	92.78	0.00	2.85
COLORADO	0.00	0.00	1.67	37.05	17.12	28.76	0.00	15.39
CONNECTICUT	8.93	13.22	26.22	8.21	8.93	16.05	10.75	7.70
DELAWARE	27.38	5.24	24.36	37.40	0.00	0.70	1.30	3.62
DISTRICT OF COLUMBIA	0.00	0.77	63.29	17.59	11.64	0.10	6.31	0.31
FLORIDA	0.00	0.00	0.00	0.00	35.02	40.58	20.08	4.32
GEORGIA	5.87	7.20	0.00	8.48	0.00	78.44	0.00	0.00
HAWAII	8.47	5.82	54.50	21.16	2.65	0.00	0.00	7.41
IDAHO	0.00	12.90	8.96	60.93	12.19	2.51	0.36	2.15
ILLINOIS	0.24	0.78	60.98	17.23	14.10	4.87	1.79	0.01
INDIANA	.	.	.	61.36	.	38.64	.	.
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	0.96	3.92	7.40	6.36	2.70	70.12	5.57	2.96
KENTUCKY	0.00	0.00	48.25	8.88	1.46	40.60	0.00	0.82
LOUISIANA	0.00	0.00	1.42	0.80	0.27	96.99	0.00	0.53
MAINE	14.42	6.18	7.87	0.37	36.14	7.49	22.66	4.87
MARYLAND	8.97	5.18	1.01	8.20	0.00	39.13	37.51	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	83.49	0.00	14.21	2.30
MICHIGAN	0.76	0.67	19.95	66.54	.	11.32	0.18	0.58
MINNESOTA	0.00	0.00	0.00	7.98	1.99	82.91	7.12	0.00
MISSISSIPPI	0.00	0.53	0.00	19.93	0.00	73.13	0.00	6.41
MISSOURI	0.00	0.00	0.00	86.11	0.00	12.17	0.00	1.72
MONTANA	24.72	0.00	62.92	0.00	0.00	12.36	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	7.75	2.58	2.58	65.14	3.16	8.75	10.04	0.00
NEW JERSEY	10.80	1.12	5.06	52.72	9.94	19.91	0.44	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	50.20	0.00	49.80
NEW YORK	0.00	0.00	0.00	0.00	44.22	54.16	1.61	0.00
NORTH CAROLINA	5.44	2.69	2.19	0.19	4.69	58.26	20.90	5.63
NORTH DAKOTA	.	.	10.61	.	.	87.88	1.52	.
OHIO	0.00	0.00	0.00	0.00	0.00	97.29	.	2.71
OKLAHOMA	0.00	0.00	2.64	1.83	2.03	88.84	0.00	4.67
OREGON	39.17	7.46	26.72	4.87	9.18	4.38	2.57	5.65
PENNSYLVANIA	5.68	2.84	19.56	5.09	50.79	3.99	9.61	2.44
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	1.14	0.00	96.57	2.29
SOUTH CAROLINA	0.00	10.34	5.47	14.33	0.00	69.87	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	10.56	22.07	10.56	56.81	0.00
TENNESSEE	0.00	3.09	0.11	16.65	0.00	70.01	0.00	10.14
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	74.71	0.00	25.29
VERMONT	5.88	1.18	2.35	25.29	12.35	8.24	44.71	0.00
VIRGINIA	33.24	4.08	7.97	1.07	0.10	44.31	0.19	9.04
WASHINGTON	0.00	0.00	0.00	18.87	0.00	81.13	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	9.90	38.14	33.40	0.00	18.56
WISCONSIN	0.00	0.00	1.19	0.00	0.00	98.81	0.00	0.00
WYOMING	0.00	0.00	0.00	18.56	0.00	81.44	0.00	0.00
AMERICAN SAMOA	32.43	0.00	67.57	0.00	0.00	0.00	0.00	0.00
GUAM	25.98	8.90	52.67	5.34	5.69	1.07	0.00	0.36
NORTHERN MARIANAS	48.76	44.78	5.47	0.00	0.00	0.00	0.00	1.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	40.00	0.00	0.00	60.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.03	2.84	29.72	18.69	16.82	20.59	4.29	2.01
50 STATES, D.C. & P.R.	4.89	2.75	29.70	18.76	16.89	20.69	4.30	2.02

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21OCT93

TABLE AB14

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	49	74	0	481	151	72
ALASKA	1,012	1,120	143	0	0	1	0	2
ARIZONA	0	0	31	342	6	243	0	25
ARKANSAS	0	0	0	57	6	442	0	0
CALIFORNIA	0	36	0	0	0	2,143	0	65
COLORADO	0	0	28	176	20	469	0	201
CONNECTICUT	98	164	290	94	98	221	148	87
DELAWARE	590	113	525	806	0	15	28	78
DISTRICT OF COLUMBIA	0	32	2,534	678	475	4	263	13
FLORIDA	0	0	0	0	0	464	242	7
GEORGIA	0	0	0	144	0	1,470	0	0
HAWAII	16	11	98	38	3	0	0	14
IDAHO	0	0	1	0	0	7	0	0
ILLINOIS	93	298	23,423	6,620	5,417	1,871	686	5
INDIANA	.	.	.	990	.	558	.	.
IOWA	0	0	0	0	0	505	0	0
KANSAS	11	45	37	73	2	791	49	18
KENTUCKY	0	0	46	152	25	664	0	14
LOUISIANA	0	0	16	9	3	1,078	0	6
MAINE	77	33	28	2	172	35	120	26
MARYLAND	114	64	13	92	0	478	485	0
MASSACHUSETTS	0	0	0	0	4,001	0	694	115
MICHIGAN	43	42	1,203	3,960	.	730	12	30
MINNESOTA	0	0	0	28	7	291	25	0
MISSISSIPPI	0	3	0	43	0	395	0	22
MISSOURI	0	0	0	1,620	0	223	0	33
MONTANA	40	0	107	0	0	18	0	0
NEBRASKA	0	0	0	0	0	181	0	0
NEVADA	0	27	0	0	0	0	0	0
NEW HAMPSHIRE	40	18	14	388	20	61	67	0
NEW JERSEY	317	37	136	1,702	264	585	15	0
NEW MEXICO	0	0	0	0	0	111	0	124
NEW YORK	0	0	0	0	1,494	2,001	61	0
NORTH CAROLINA	84	43	35	0	70	923	315	85
NORTH DAKOTA	.	.	7	.	.	50	1	.
OHIO	0	0	0	0	.	323	.	9
OKLAHOMA	0	0	13	9	8	420	0	17
OREGON	1,414	346	627	87	227	204	120	115
PENNSYLVANIA	26	36	297	359	3,311	301	712	184
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	2	0	169	4
SOUTH CAROLINA	0	70	37	61	0	461	0	0
SOUTH DAKOTA	0	0	0	36	91	44	234	0
TENNESSEE	0	28	1	119	0	621	0	39
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	588	0	3
VERMONT	9	2	4	43	19	14	71	0
VIRGINIA	324	42	77	10	1	441	2	82
WASHINGTON	0	0	0	0	0	433	0	0
WEST VIRGINIA	0	0	0	42	6	156	0	0
WISCONSIN	0	0	8	0	0	649	0	0
WYOMING	0	0	0	18	0	79	0	0
AMERICAN SAMOA	12	0	25	0	0	0	0	0
GUAM	34	19	89	7	16	3	0	1
NORTHERN MARIANAS	92	75	10	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	8	0	0	12	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,446	2,704	29,952	18,887	15,764	22,246	4,682	1,496
50 STATES, D.C. & P.R.	4,308	2,610	29,828	18,872	15,748	22,243	4,670	1,495

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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21OCT93

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473

TABLE AB14

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	0.00	0.00	5.93	8.95	0.00	58.16	18.26	8.71
ALASKA	44.42	49.17	6.28	0.00	0.00	0.04	0.00	0.09
ARIZONA	0.00	0.00	4.79	52.86	0.93	37.56	0.00	3.86
ARKANSAS	0.00	0.00	0.00	11.29	1.19	87.52	0.00	0.00
CALIFORNIA	0.00	1.60	0.00	0.00	0.00	95.50	0.00	2.90
COLORADO	0.00	0.00	3.13	19.69	2.24	52.46	0.00	22.48
CONNECTICUT	8.17	13.67	24.17	7.83	8.17	18.42	12.33	7.25
DELAWARE	27.38	5.24	24.36	37.40	0.00	0.70	1.30	3.62
DISTRICT OF COLUMBIA	0.00	0.80	63.37	16.95	11.88	0.10	6.58	0.33
FLORIDA	0.00	0.00	0.00	0.00	0.00	65.08	33.94	0.98
GEORGIA	0.00	0.00	0.00	8.92	0.00	91.08	0.00	0.00
HAWAII	8.89	6.11	54.44	21.11	1.67	0.00	0.00	7.78
IDAHO	0.00	0.00	12.50	0.00	0.00	87.50	0.00	0.00
ILLINOIS	0.24	0.78	60.98	17.23	14.10	4.87	1.79	0.01
INDIANA	.	.	.	63.95	.	36.05	.	.
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	1.07	4.39	3.61	7.12	0.19	77.10	4.78	1.75
KENTUCKY	0.00	0.00	5.11	16.87	2.77	73.70	0.00	1.55
LOUISIANA	0.00	0.00	1.44	0.81	0.27	96.94	0.00	0.54
MAINE	15.62	6.69	5.68	0.41	34.89	7.10	24.34	5.27
MARYLAND	9.15	5.14	1.04	7.38	0.00	38.36	38.92	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	83.18	0.00	14.43	2.39
MICHIGAN	0.71	0.70	19.98	65.78	.	12.13	0.20	0.50
MINNESOTA	0.00	0.00	0.00	7.98	1.99	82.91	7.12	0.00
MISSISSIPPI	0.00	0.65	0.00	9.29	0.00	85.31	0.00	4.75
MISSOURI	0.00	0.00	0.00	86.35	0.00	11.89	0.00	1.76
MONTANA	24.24	0.00	64.85	0.00	0.00	10.91	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	6.58	2.96	2.30	63.82	3.29	10.03	11.02	0.00
NEW JERSEY	10.37	1.21	4.45	55.69	8.64	19.14	0.49	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	47.23	0.00	52.77
NEW YORK	0.00	0.00	0.00	0.00	42.01	56.27	1.72	0.00
NORTH CAROLINA	5.40	2.77	2.25	0.00	4.50	59.36	20.26	5.47
NORTH DAKOTA	.	.	12.07	.	.	86.21	1.72	.
OHIO	0.00	0.00	0.00	0.00	.	97.29	.	2.71
OKLAHOMA	0.00	0.00	2.78	1.93	1.71	89.94	0.00	3.64
OREGON	45.03	11.02	19.97	2.77	7.23	6.50	3.82	3.66
PENNSYLVANIA	0.50	0.69	5.68	6.87	63.36	5.76	13.62	3.52
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	1.14	0.00	96.57	2.29
SOUTH CAROLINA	0.00	11.13	5.88	9.70	0.00	73.29	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	8.89	22.47	10.86	57.78	0.00
TENNESSEE	0.00	3.47	0.12	14.73	0.00	76.86	0.00	4.83
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	99.49	0.00	0.51
VERMONT	5.56	1.23	2.47	26.54	11.73	8.64	43.83	0.00
VIRGINIA	33.09	4.29	7.87	1.02	0.10	45.05	0.20	8.38
WASHINGTON	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	20.59	2.94	76.47	0.00	0.00
WISCONSIN	0.00	0.00	1.22	0.00	0.00	98.78	0.00	0.00
WYOMING	0.00	0.00	0.00	18.56	0.00	81.44	0.00	0.00
AMERICAN SAMOA	32.43	0.00	67.57	0.00	0.00	0.00	0.00	0.00
GUAM	20.12	11.24	52.66	4.14	9.47	1.78	0.00	0.59
NORTHERN MARIANAS	51.98	42.37	5.65	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	40.00	0.00	0.00	60.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.44	2.70	29.90	18.85	15.74	22.21	4.67	1.49
50 STATES, D.C. & P.R.	4.32	2.62	29.90	18.91	15.78	22.29	4.68	1.50

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB15

NUMBER OF CHILDREN AGE 3-5 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	44	60	16	0	0	0	0	0
ARIZONA	0	0	15	77	101	4	0	2
ARKANSAS	0	0	3	4	681	12	0	55
CALIFORNIA	0	0	0	70	0	107	0	4
COLORADO	0	0	0	445	267	13	0	57
CONNECTICUT	25	18	71	19	25	0	0	19
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	104	55	10	0	0	0
FLORIDA	0	0	0	0	422	25	0	45
GEORGIA	110	135	0	15	0	0	0	0
HAWAII	0	0	5	2	2	0	0	0
IDAHO	0	36	24	170	34	0	1	6
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	4	.	68	.	.
IOWA	0	0	0	0	0	25	0	0
KANSAS	0	0	48	0	29	14	15	16
KENTUCKY	0	0	780	0	0	31	0	0
LOUISIANA	0	0	0	0	0	16	0	0
MAINE	0	0	14	0	21	5	1	0
MARYLAND	2	3	0	14	0	28	0	0
MASSACHUSETTS	0	0	0	0	182	0	18	0
MICHIGAN	7	2	112	425	.	16	0	8
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	0	0	69	0	16	0	14
MISSOURI	0	0	0	29	0	10	0	0
MONTANA	4	0	5	0	0	4	0	0
NEBRASKA	0	0	0	0	0	12	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	14	0	4	66	2	0	3	0
NEW JERSEY	48	1	35	80	72	88	0	0
NEW MEXICO	0	0	0	0	0	14	0	0
NEW YORK	0	0	0	0	179	48	0	0
NORTH CAROLINA	3	0	0	3	5	8	19	5
NORTH DAKOTA	.	.	0	.	.	8	0	.
OHIO	0	0	0	0	0	0	.	0
OKLAHOMA	0	0	0	0	2	18	0	6
OREGON	429	5	630	142	205	2	1	151
PENNSYLVANIA	404	179	1,183	26	533	1	15	1
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	36	0	12	0	0
SOUTH DAKOTA	0	0	0	9	3	1	8	0
TENNESSEE	0	0	0	32	0	14	0	53
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	0	0	196
VERMONT	1	0	0	0	2	0	5	0
VIRGINIA	18	0	5	1	0	15	0	11
WASHINGTON	0	0	0	104	0	14	0	0
WEST VIRGINIA	0	0	0	6	179	6	0	90
WISCONSIN	0	0	0	0	0	13	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	39	6	59	8	0	0	0	0
NORTHERN MARIANAS	6	15	1	.	.	.	.	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,154	460	3,114	1,911	2,956	668	86	741
50 STATES, D.C. & P.R.	1,109	439	3,054	1,903	2,956	668	86	739

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB15

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	36.67	50.00	13.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	7.54	38.69	50.75	2.01	0.00	1.01
ARKANSAS	0.00	0.00	0.40	0.53	90.20	1.59	0.00	7.28
CALIFORNIA	0.00	0.00	0.00	38.67	0.00	59.12	0.00	2.21
COLORADO	0.00	0.00	0.00	56.91	34.14	1.66	0.00	7.29
CONNECTICUT	14.12	10.17	40.11	10.73	14.12	0.00	0.00	10.73
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	61.54	32.54	5.92	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	85.77	5.08	0.00	9.15
GEORGIA	42.31	51.92	0.00	5.77	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	55.56	22.22	22.22	0.00	0.00	0.00
IDAHO	0.00	13.28	8.86	62.73	12.55	0.00	0.37	2.21
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	5.56	.	94.44	.	.
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	0.00	0.00	39.34	0.00	23.77	11.48	12.30	13.11
KENTUCKY	0.00	0.00	96.18	0.00	0.00	3.82	0.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	0.00	0.00	34.15	0.00	51.22	12.20	2.44	0.00
MARYLAND	4.26	6.38	0.00	29.79	0.00	59.57	0.00	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	91.00	0.00	9.00	0.00
MICHIGAN	1.23	0.35	19.65	74.56	.	2.81	0.00	1.40
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	69.70	0.00	16.16	0.00	14.14
MISSOURI	0.00	0.00	0.00	74.36	0.00	25.64	0.00	0.00
MONTANA	30.77	0.00	38.46	0.00	0.00	30.77	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	15.73	0.00	4.49	74.16	2.25	0.00	3.37	0.00
NEW JERSEY	14.81	0.31	10.80	24.69	22.22	27.16	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEW YORK	0.00	0.00	0.00	0.00	78.85	21.15	0.00	0.00
NORTH CAROLINA	6.98	0.00	0.00	6.98	11.63	18.60	44.19	11.63
NORTH DAKOTA	.	.	0.00	.	.	100.00	0.00	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	0.00	0.00	0.00	0.00	7.69	69.23	0.00	23.08
OREGON	27.41	0.32	40.26	9.07	13.10	0.13	0.06	9.65
PENNSYLVANIA	17.25	7.64	50.51	1.11	22.76	0.04	0.64	0.04
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	0.00	75.00	0.00	25.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	42.86	14.29	4.76	38.10	0.00
TENNESSEE	0.00	0.00	0.00	32.32	0.00	14.14	0.00	53.54
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
VERMONT	12.50	0.00	0.00	0.00	25.00	0.00	62.50	0.00
VIRGINIA	36.00	0.00	10.00	2.00	0.00	30.00	0.00	22.00
WASHINGTON	0.00	0.00	0.00	88.14	0.00	11.86	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	2.14	63.70	2.14	0.00	32.03
WISCONSIN	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	34.82	5.36	52.68	7.14	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	25.00	62.50	4.17	0.00	0.00	0.00	0.00	8.33
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.41	4.15	28.08	17.23	26.65	6.02	0.78	6.68
50 STATES, D.C. & P.R.	10.12	4.01	27.88	17.37	26.99	6.10	0.79	6.75

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB16

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	1	28	0	108	37	1
ALASKA	709	567	62	0	0	1	0	1
ARIZONA	0	0	12	166	6	45	0	9
ARKANSAS	0	0	0	26	3	118	0	0
CALIFORNIA	0	0	0	0	0	480	0	17
COLORADO	0	0	0	65	1	57	0	42
CONNECTICUT	63	76	155	37	42	27	32	19
DELAWARE	239	17	235	495	0	0	1	26
DISTRICT OF COLUMBIA	0	30	1,465	300	203	1	28	4
FLORIDA	0	0	0	0	0	128	12	0
GEORGIA	0	0	0	56	0	546	0	0
HAWAII	2	0	37	10	3	0	0	3
IDAHO	0	0	1	0	0	0	0	0
ILLINOIS	73	119	10,287	1,844	1,774	353	109	1
INDIANA	.	.	.	85	.	162	.	.
IOWA	0	0	0	0	0	121	0	0
KANSAS	0	1	0	6	0	203	9	7
KENTUCKY	0	0	2	2	0	127	0	6
LOUISIANA	0	0	2	2	0	202	0	1
MAINE	0	0	1	1	43	13	22	5
MARYLAND	7	1	0	50	0	136	48	0
MASSACHUSETTS	0	0	0	0	1,114	0	77	7
MICHIGAN	11	16	444	1,235	.	112	0	11
MINNESOTA	0	0	0	2	1	83	0	0
MISSISSIPPI	0	0	0	30	0	97	0	14
MISSOURI	0	0	0	550	0	49	0	21
MONTANA	17	0	31	0	0	9	0	0
NEBRASKA	0	0	0	0	0	28	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	24	11	5	237	10	0	24	0
NEW JERSEY	139	12	68	474	135	73	2	0
NEW MEXICO	0	0	0	0	0	38	0	42
NEW YORK	0	0	0	0	574	371	0	0
NORTH CAROLINA	0	0	3	0	14	291	102	21
NORTH DAKOTA	.	.	0	.	.	21	0	.
OHIO	0	0	0	0	.	65	.	3
OKLAHOMA	0	0	2	0	5	114	0	11
OREGON	580	126	357	69	130	44	28	34
PENNSYLVANIA	9	7	87	72	1,113	25	150	24
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	27	0
SOUTH CAROLINA	0	9	4	42	0	122	0	0
SOUTH DAKOTA	0	0	0	19	26	17	82	0
TENNESSEE	0	5	0	63	0	138	0	10
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	193	0	0
VERMONT	3	0	2	7	5	0	17	0
VIRGINIA	173	20	20	0	1	107	0	22
WASHINGTON	0	0	0	0	0	110	0	0
WEST VIRGINIA	0	0	0	17	0	30	0	0
WISCONSIN	0	0	0	0	0	124	0	0
WYOMING	0	0	0	9	0	14	0	0
AMERICAN SAMOA	3	0	9	0	0	0	0	0
GUAM	21	8	24	1	1	0	0	0
NORTHERN MARIANAS	49	34	8	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,122	1,059	13,324	6,000	5,204	5,103	809	362
50 STATES, D.C. & P.R.	2,049	1,017	13,283	5,999	5,203	5,103	807	362

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

TABLE AB16

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	0.57	16.00	0.00	61.71	21.14	0.57
ALASKA	52.91	42.31	4.63	0.00	0.00	0.07	0.00	0.07
ARIZONA	0.00	0.00	5.04	69.75	2.52	18.91	0.00	3.78
ARKANSAS	0.00	0.00	0.00	17.69	2.04	80.27	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.00	96.58	0.00	3.42
COLORADO	0.00	0.00	0.00	39.39	0.61	34.55	0.00	25.45
CONNECTICUT	13.97	16.85	34.37	8.20	9.31	5.99	7.10	4.21
DELAWARE	23.59	1.68	23.20	48.86	0.00	0.00	0.10	2.57
DISTRICT OF COLUMBIA	0.00	1.48	72.13	14.77	10.00	0.05	1.38	0.20
FLORIDA	0.00	0.00	0.00	0.00	0.00	91.43	8.57	0.00
GEORGIA	0.00	0.00	0.00	9.30	0.00	90.70	0.00	0.00
HAWAII	3.64	0.00	67.27	18.18	5.45	0.00	0.00	5.45
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.50	0.82	70.65	12.66	12.18	2.42	0.75	0.01
INDIANA	.	.	.	34.41	.	65.59	.	.
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	0.00	0.44	0.00	2.65	0.00	89.82	3.98	3.10
KENTUCKY	0.00	0.00	1.46	1.46	0.00	92.70	0.00	4.38
LOUISIANA	0.00	0.00	0.97	0.97	0.00	97.58	0.00	0.48
MAINE	0.00	0.00	1.18	1.18	50.59	15.29	25.88	5.88
MARYLAND	2.89	0.41	0.00	20.66	0.00	56.20	19.83	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	92.99	0.00	6.43	0.58
MICHIGAN	0.60	0.87	24.28	67.52	.	6.12	0.00	0.60
MINNESOTA	0.00	0.00	0.00	2.33	1.16	96.51	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	21.28	0.00	68.79	0.00	9.93
MISSOURI	0.00	0.00	0.00	88.71	0.00	7.90	0.00	3.39
MONTANA	29.82	0.00	54.39	0.00	0.00	15.79	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	7.72	3.54	1.61	76.21	3.22	0.00	7.72	0.00
NEW JERSEY	15.39	1.33	7.53	52.49	14.95	8.08	0.22	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	47.50	0.00	52.50
NEW YORK	0.00	0.00	0.00	0.00	60.74	39.26	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.70	0.00	3.25	67.52	23.67	4.87
NORTH DAKOTA	.	.	0.00	.	.	100.00	0.00	.
OHIO	0.00	0.00	0.00	0.00	.	95.59	.	4.41
OKLAHOMA	0.00	0.00	1.52	0.00	3.79	86.36	0.00	8.33
OREGON	42.40	9.21	26.10	5.04	9.50	3.22	2.05	2.49
PENNSYLVANIA	0.61	0.47	5.85	4.84	74.85	1.68	10.09	1.61
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	0.00	5.08	2.26	23.73	0.00	68.93	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	13.19	18.06	11.81	56.94	0.00
TENNESSEE	0.00	2.31	0.00	29.17	0.00	63.89	0.00	4.63
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
VERMONT	8.82	0.00	5.88	20.59	14.71	0.00	50.00	0.00
VIRGINIA	50.44	5.83	5.83	0.00	0.29	31.20	0.00	6.41
WASHINGTON	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	36.17	0.00	63.83	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WYOMING	0.00	0.00	0.00	39.13	0.00	60.87	0.00	0.00
AMERICAN SAMOA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
GUAM	38.18	14.55	43.64	1.82	1.82	0.00	0.00	0.00
NORTHERN MARIANAS	53.85	37.36	8.79	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6.24	3.12	39.21	17.66	15.31	15.02	2.38	1.07
50 STATES, D.C. & P.R.	6.06	3.01	39.27	17.74	15.38	15.09	2.39	1.07

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB17

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	18	39	0	296	111	36
ALASKA	279	511	65	0	0	0	0	1
ARIZONA	0	0	18	136	0	168	0	16
ARKANSAS	0	0	0	28	3	227	0	0
CALIFORNIA	0	0	0	0	0	1,082	0	16
COLORADO	0	0	9	57	10	240	0	141
CONNECTICUT	34	75	108	35	40	193	90	64
DELAWARE	313	62	247	247	0	15	10	43
DISTRICT OF COLUMBIA	0	2	965	274	202	1	181	9
FLORIDA	0	0	0	0	0	285	228	0
GEORGIA	0	0	0	76	0	701	0	0
HAWAII	12	9	44	19	0	0	0	11
IDAHO	0	0	0	0	0	7	0	0
ILLINOIS	18	161	11,551	3,777	2,840	1,000	447	4
INDIANA	.	.	.	124	.	324	.	.
IOWA	0	0	0	0	0	329	0	0
KANSAS	10	40	27	60	1	478	33	6
KENTUCKY	0	0	13	127	3	481	0	0
LOUISIANA	0	0	6	2	0	590	0	2
MAINE	74	30	26	1	103	14	88	21
MARYLAND	63	23	12	31	0	260	324	0
MASSACHUSETTS	0	0	0	0	2,290	0	324	54
MICHIGAN	20	11	478	1,708	.	529	11	15
MINNESOTA	0	0	0	14	1	180	23	0
MISSISSIPPI	0	2	0	11	0	171	0	8
MISSOURI	0	0	0	653	0	138	0	7
MONTANA	21	0	64	0	0	5	0	0
NEBRASKA	0	0	0	0	0	104	0	0
NEVADA	0	22	0	0	0	0	0	0
NEW HAMPSHIRE	14	6	6	131	6	59	38	0
NEW JERSEY	155	22	58	617	103	320	8	0
NEW MEXICO	0	0	0	0	0	68	0	59
NEW YORK	0	0	0	0	658	1,368	47	0
NORTH CAROLINA	45	31	18	0	35	483	125	62
NORTH DAKOTA	.	.	0	.	.	24	1	.
OHIO	0	0	0	0	.	177	.	2
OKLAHOMA	0	0	5	3	3	243	0	4
OREGON	736	194	215	15	95	135	92	70
PENNSYLVANIA	15	25	148	187	1,754	244	359	130
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	130	0
SOUTH CAROLINA	0	47	25	16	0	215	0	0
SOUTH DAKOTA	0	0	0	13	21	22	72	0
TENNESSEE	0	18	1	43	0	347	0	25
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	190	0	0
VERMONT	5	2	2	29	13	6	44	0
VIRGINIA	136	19	35	6	0	214	2	48
WASHINGTON	0	0	0	0	0	202	0	0
WEST VIRGINIA	0	0	0	17	0	100	0	0
WISCONSIN	0	0	3	0	0	414	0	0
WYOMING	0	0	0	4	0	44	0	0
AMERICAN SAMOA	8	0	14	0	0	0	0	0
GUAM	13	10	57	6	6	3	0	0
NORTHERN MARIANAS	39	40	1	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	6	0	0	9	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,010	1,362	14,239	8,512	8,187	12,696	2,797	854
50 STATES, D.C. & P.R.	1,950	1,312	14,167	8,500	8,181	12,693	2,788	854

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB17

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	3.60	7.80	0.00	59.20	22.20	7.20
ALASKA	32.59	59.70	7.59	0.00	0.00	0.00	0.00	0.12
ARIZONA	0.00	0.00	5.33	40.24	0.00	49.70	0.00	4.73
ARKANSAS	0.00	0.00	0.00	10.85	1.16	87.98	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.00	98.54	0.00	1.46
COLORADO	0.00	0.00	1.97	12.47	2.19	52.52	0.00	30.85
CONNECTICUT	5.32	11.74	16.90	5.48	6.26	30.20	14.08	10.02
DELAWARE	33.40	6.62	26.36	26.36	0.00	1.60	1.07	4.59
DISTRICT OF COLUMBIA	0.00	0.12	59.06	16.77	12.36	0.06	11.08	0.55
FLORIDA	0.00	0.00	0.00	0.00	0.00	55.56	44.44	0.00
GEORGIA	0.00	0.00	0.00	9.78	0.00	90.22	0.00	0.00
HAWAII	12.63	9.47	46.32	20.00	0.00	0.00	0.00	11.58
IDAHO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ILLINOIS	0.09	0.81	58.34	19.08	14.34	5.05	2.26	0.02
INDIANA	.	.	.	27.68	.	72.32	.	.
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	1.53	6.11	4.12	9.16	0.15	72.98	5.04	0.92
KENTUCKY	0.00	0.00	2.08	20.35	0.48	77.08	0.00	0.00
LOUISIANA	0.00	0.00	1.00	0.33	0.00	98.33	0.00	0.33
MAINE	20.73	8.40	7.28	0.28	28.85	3.92	24.65	5.88
MARYLAND	8.84	3.23	1.68	4.35	0.00	36.47	45.44	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	85.83	0.00	12.14	2.02
MICHIGAN	0.72	0.40	17.24	61.62	.	19.08	0.40	0.54
MINNESOTA	0.00	0.00	0.00	6.42	0.46	82.57	10.55	0.00
MISSISSIPPI	0.00	1.04	0.00	5.73	0.00	89.06	0.00	4.17
MISSOURI	0.00	0.00	0.00	81.83	0.00	17.29	0.00	0.88
MONTANA	23.33	0.00	71.11	0.00	0.00	5.56	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	5.38	2.31	2.31	50.38	2.31	22.69	14.62	0.00
NEW JERSEY	12.08	1.71	4.52	48.09	8.03	24.94	0.62	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	53.54	0.00	46.46
NEW YORK	0.00	0.00	0.00	0.00	31.74	65.99	2.27	0.00
NORTH CAROLINA	5.63	3.88	2.25	0.00	4.38	60.45	15.64	7.76
NORTH DAKOTA	.	.	0.00	.	.	96.00	4.00	.
OHIO	0.00	0.00	0.00	0.00	.	98.88	.	1.12
OKLAHOMA	0.00	0.00	1.94	1.16	1.16	94.19	0.00	1.55
OREGON	47.42	12.50	13.85	0.97	6.12	8.70	5.93	4.51
PENNSYLVANIA	0.52	0.87	5.17	6.53	61.29	8.53	12.54	4.54
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	0.00	15.51	8.25	5.28	0.00	70.96	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	10.16	16.41	17.19	56.25	0.00
TENNESSEE	0.00	4.15	0.23	9.91	0.00	79.95	0.00	5.76
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.[illegible]	0.00	0.00	0.00	0.00	100.00	0.00	0.00
VERMONT	4.9[illegible]	1.98	1.98	28.71	12.87	5.94	43.56	0.00
VIRGINIA	29.57	4.13	7.61	1.30	0.00	46.52	0.43	10.43
WASHINGTON	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	14.53	0.00	85.47	0.00	0.00
WISCONSIN	0.00	0.00	0.72	0.00	0.00	99.28	0.00	0.00
WYOMING	0.00	0.00	0.00	8.33	0.00	91.67	0.00	0.00
AMERICAN SAMOA	36.36	0.00	63.54	0.00	0.00	0.00	0.00	0.00
GUAM	13.68	10.53	60.00	6.32	6.32	3.16	0.00	0.00
NORTHERN MARIANAS	48.75	50.00	1.25	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	40.00	0.00	0.00	60.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.97	2.69	28.11	16.80	16.16	25.06	5.52	1.69
50 STATES, D.C. & P.R.	3.87	2.60	28.08	16.85	16.22	25.16	5.53	1.69

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB18

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	30	7	0	77	3	35
ALASKA	24	42	16	0	0	0	0	0
ARIZONA	0	0	1	40	0	30	0	0
ARKANSAS	0	0	0	3	0	97	0	0
CALIFORNIA	0	36	0	0	0	581	0	32
COLORADO	0	0	19	54	9	172	0	18
CONNECTICUT	1	13	27	22	16	1	26	4
DELAWARE	38	34	43	64	0	0	17	9
DISTRICT OF COLUMBIA	0	0	104	104	70	2	54	0
FLORIDA	0	0	0	0	0	51	2	7
GEORGIA	0	0	0	12	0	223	0	0
HAWAII	2	2	17	9	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	2	18	1,585	999	803	518	130	0
INDIANA	.	.	.	761	.	72	.	.
IOWA	0	0	0	0	0	55	0	0
KANSAS	1	4	10	7	1	110	7	5
KENTUCKY	0	0	31	23	22	56	0	8
LOUISIANA	0	0	8	5	3	286	0	3
MAINE	3	3	1	0	26	8	10	0
MARYLAND	44	40	1	11	0	82	113	0
MASSACHUSETTS	0	0	0	0	597	0	293	54
MICHIGAN	12	15	281	1,017	.	89	1	4
MINNESOTA	0	0	0	12	5	28	2	0
MISSISSIPPI	0	1	0	2	0	127	0	0
MISSOURI	0	0	0	417	0	36	0	5
MONTANA	2	0	12	0	0	4	0	0
NEBRASKA	0	0	0	0	0	49	0	0
NEVADA	0	5	0	0	0	0	0	0
NEW HAMPSHIRE	2	1	3	20	4	2	5	0
NEW JERSEY	23	3	10	611	26	192	5	0
NEW MEXICO	0	0	0	0	0	5	0	23
NEW YORK	0	0	0	0	262	262	14	0
NORTH CAROLINA	39	12	14	0	21	149	88	2
NORTH DAKOTA	.	.	7	.	.	5	0	.
OHIO	0	0	0	0	.	81	.	4
OKLAHOMA	0	0	6	6	0	63	0	2
OREGON	98	26	55	3	2	25	0	11
PENNSYLVANIA	2	4	62	100	444	32	203	30
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	2	0	12	4
SOUTH CAROLINA	0	14	8	3	0	124	0	0
SOUTH DAKOTA	0	0	0	4	44	5	80	0
TENNESSEE	0	5	0	13	0	136	0	4
TEXAS	0	0	0	0	0	0	0	0
UTAH	0	0	0	0	0	205	0	3
VERMONT	1	0	0	7	1	8	10	0
VIRGINIA	15	3	22	4	0	120	0	12
WASHINGTON	0	0	0	0	0	121	0	0
WEST VIRGINIA	0	0	0	8	6	26	0	0
WISCONSIN	0	0	5	0	0	111	0	0
WYOMING	0	0	0	5	0	21	0	0
AMERICAN SAMOA	1	0	2	0	0	0	0	0
GUAM	0	1	8	0	9	0	0	1
NORTHERN MARIANAS	4	1	1	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	2	0	0	1	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	314	283	2,389	4,375	2,373	4,447	1,076	280
50 STATES, D.C. & P.R.	309	281	2,378	4,373	2,364	4,447	1,075	279

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

BEST COPY AVAILABLE

451

TABLE AB18

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	19.74	4.61	0.00	50.66	1.97	23.03
ALASKA	29.27	51.22	19.51	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	1.41	56.34	0.00	42.25	0.00	0.00
ARKANSAS	0.00	0.00	0.00	3.00	0.00	97.00	0.00	0.00
CALIFORNIA	0.00	5.55	0.00	0.00	0.00	89.52	0.00	4.93
COLORADO	0.00	0.00	6.99	19.85	3.31	63.24	0.00	6.62
CONNECTICUT	0.91	11.82	24.55	20.00	14.55	0.91	23.64	3.64
DELAWARE	18.54	16.59	20.98	31.22	0.00	0.00	8.29	4.39
DISTRICT OF COLUMBIA	0.00	0.00	31.14	31.14	20.96	0.60	16.17	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00	85.00	3.33	11.67
GEORGIA	0.00	0.00	0.00	5.11	0.00	94.89	0.00	0.00
HAWAII	6.67	6.67	56.67	30.00	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.05	0.44	39.09	24.64	19.80	12.77	3.21	0.00
INDIANA	.	.	.	91.56	.	8.44	.	.
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	0.69	2.76	6.90	4.83	0.69	75.86	4.83	3.45
KENTUCKY	0.00	0.00	22.14	16.43	15.71	40.00	0.00	5.71
LOUISIANA	0.00	0.00	2.62	1.64	0.98	93.77	0.00	0.98
MAINE	5.88	5.88	1.96	0.00	50.98	15.69	19.61	0.00
MARYLAND	15.12	13.75	0.34	3.78	0.00	28.18	38.83	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	63.24	0.00	31.04	5.72
MICHIGAN	0.85	1.06	19.80	71.67	.	6.27	0.07	0.28
MINNESOTA	0.00	0.00	0.00	25.53	10.64	59.57	4.26	0.00
MISSISSIPPI	0.00	0.77	0.00	1.54	0.00	97.69	0.00	0.00
MISSOURI	0.00	0.00	0.00	91.05	0.00	7.86	0.00	1.09
MONTANA	11.11	0.00	66.67	0.00	0.00	22.22	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	5.41	2.70	8.11	54.05	10.81	5.41	13.51	0.00
NEW JERSEY	2.64	0.34	1.15	70.23	2.99	22.07	0.57	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	17.86	0.00	82.14
NEW YORK	0.00	0.00	0.00	0.00	48.70	48.70	2.60	0.00
NORTH CAROLINA	12.00	3.69	4.31	0.00	6.46	45.85	27.08	0.62
NORTH DAKOTA	.	.	58.33	.	.	41.67	0.00	.
OHIO	0.00	0.00	0.00	0.00	.	95.29	.	4.71
OKLAHOMA	0.00	0.00	7.79	7.79	0.00	81.82	0.00	2.60
OREGON	44.55	11.82	25.00	1.36	0.91	11.36	0.00	5.00
PENNSYLVANIA	0.23	0.46	7.07	11.40	50.63	3.65	23.15	3.42
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	11.11	0.00	66.67	22.22
SOUTH CAROLINA	0.00	9.40	5.37	2.01	0.00	83.22	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	3.01	33.08	3.76	60.15	0.00
TENNESSEE	0.00	3.16	0.00	8.23	0.00	86.08	0.00	2.53
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	98.56	0.00	1.44
VERMONT	3.70	0.00	0.00	25.93	3.70	29.63	37.04	0.00
VIRGINIA	8.52	1.70	12.50	2.27	0.00	68.18	0.00	6.82
WASHINGTON	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	20.00	15.00	65.00	0.00	0.00
WISCONSIN	0.00	0.00	4.31	0.00	0.00	95.69	0.00	0.00
WYOMING	0.00	0.00	0.00	19.23	0.00	80.77	0.00	0.00
AMERICAN SAMOA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	5.26	42.11	0.00	47.37	0.00	0.00	5.26
NORTHERN MARIANAS	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2.02	1.82	15.38	28.16	15.27	28.62	6.93	1.80
50 STATES, D.C. & P.R.	1.99	1.81	15.34	28.20	15.25	28.68	6.93	1.80

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
21OCT93

TABLE AB19

NUMBER OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	3	0	0	0	0	0	0	0
ALASKA	66	71	43	1	0	0	0	0
ARIZONA	12	62	127	89	0	0	0	2
ARKANSAS	151	286	828	62	232	0	17	31
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	271	705	1,405	40	0	0	0	23
CONNECTICUT	685	1,009	230	49	9	8	8	5
DELAWARE	169	243	166	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	366	256	2,353	1,929	51	1	0	2
GEORGIA	189	138	24	0	0	0	0	0
HAWAII	23	22	143	0	0	0	8	1
IDAHO	22	31	67	1	0	17	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	296	284	3,186	263	.	28	23	.
IOWA	0	0	0	0	0	0	0	0
KANSAS	317	195	492	33	9	1	1	2
KENTUCKY	155	214	564	59	2	1	1	9
LOUISIANA	86	76	1,127	352	1	51	55	35
MAINE	67	100	244	15	2	1	4	11
MARYLAND	88	13	19	177	12	3	0	8
MASSACHUSETTS	3,704	914	3,690	495	0	0	0	85
MICHIGAN	237	262	2,995	2,293	.	0	59	15
MINNESOTA	1	24	19	0	0	0	0	0
MISSISSIPPI	15	43	76	18	0	0	1	2
MISSOURI	0	0	3	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	15	12	14	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	142	50	163	44	36	0	15	7
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	4	0	0	0	0	0
NEW YORK	1,881	2,633	5,350	2,300	0	0	0	0
NORTH CAROLINA	0	5	29	8	0	1	0	1
NORTH DAKOTA	118	50	265	47	2	2	10	19
OHIO	36	151	202	61	0	5	.	27
OKLAHOMA	9	13	163	24	0	2	1	1
OREGON	752	620	2,068	44	67	5	8	33
PENNSYLVANIA	2,182	1,241	5,325	1,346	2	38	4	12
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	9	19	146	9	40	0	2	1
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	78	38	49	14	0	11	0	4
TEXAS	686	2,377	3,653	595	16	187	65	134
UTAH	89	48	357	140	0	0	0	0
VERMONT	933	65	240	21	12	0	7	34
VIRGINIA	16	18	109	27	2	15	23	2
WASHINGTON	607	638	1,550	83	58	42	0	24
WEST VIRGINIA	3	43	213	35	0	27	0	4
WISCONSIN	248	230	1,313	100	0	0	0	13
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	4	34	30	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	14,730	13,203	39,048	10,804	553	446	312	549
50 STATES, D.C. & P.R.	14,727	13,199	39,014	10,774	553	446	312	549

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB19

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	172	0
ALASKA	0	0
ARIZONA	0	0
ARKANSAS	0	0
CALIFORNIA	.	.
COLORADO	0	0
CONNECTICUT	0	0
DELAWARE	0	0
DISTRICT OF COLUMBIA	.	.
FLORIDA	0	6
GEORGIA	0	0
HAWAII	0	0
IDAHO	0	0
ILLINOIS	.	.
INDIANA	.	.
IOWA	0	0
KANSAS	0	18
KENTUCKY	0	0
LOUISIANA	0	75
MAINE	0	0
MARYLAND	0	0
MASSACHUSETTS	0	0
MICHIGAN	0	10
MINNESOTA	0	0
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	.
NEBRASKA	0	0
NEVADA	.	.
NEW HAMPSHIRE	0	1
NEW JERSEY	.	.
NEW MEXICO	0	0
NEW YORK	0	0
NORTH CAROLINA	0	0
NORTH DAKOTA	.	.
OHIO	0	0
OKLAHOMA	0	0
OREGON	0	.
PENNSYLVANIA	13	27
PUERTO RICO	0	0
RHODE ISLAND	0	4
SOUTH CAROLINA	0	0
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	.	432
UTAH	14	0
VERMONT	0	6
VIRGINIA	3	3
WASHINGTON	0	10
WEST VIRGINIA	7	0
WISCONSIN	0	18
WYOMING	22	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	.	.
PALAU	.	.
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	231	610
50 STATES, D.C. & P.R.	231	610

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB19

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	36.46	39.23	23.76	0.55	0.00	0.00	0.00	0.00
ARIZONA	4.11	21.23	43.49	30.48	0.00	0.00	0.00	0.68
ARKANSAS	9.40	17.80	51.52	3.86	14.44	0.00	1.06	1.93
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	11.09	28.85	57.49	1.64	0.00	0.00	0.00	0.94
CONNECTICUT	34.20	50.37	11.48	2.45	0.45	0.40	0.40	0.25
DELAWARE	29.24	42.04	28.72	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	7.38	5.16	47.46	38.91	1.03	0.02	0.00	0.04
GEORGIA	53.85	39.32	6.84	0.00	0.00	0.00	0.00	0.00
HAWAII	11.68	11.17	72.59	0.00	0.00	0.00	4.06	0.51
IDAHO	15.71	22.14	47.86	0.71	0.00	12.14	0.00	1.43
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	7.25	6.96	78.09	6.45	.	0.69	0.56	
IOWA	.	.	.	.	.	.	.	.
KANSAS	30.19	18.57	46.86	3.14	0.86	0.10	0.10	0.19
KENTUCKY	15.42	21.29	56.12	5.87	0.20	0.10	0.10	0.90
LOUISIANA	4.82	4.26	63.21	19.74	0.06	2.86	3.08	1.96
MAINE	15.09	22.52	54.95	3.38	0.45	0.23	0.90	2.48
MARYLAND	27.50	4.06	5.94	55.31	3.75	0.94	0.00	2.50
MASSACHUSETTS	41.67	10.28	41.52	5.57	0.00	0.00	0.00	0.96
MICHIGAN	4.04	4.47	51.10	39.12	.	0.00	1.01	0.26
MINNESOTA	2.27	54.55	43.18	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	9.68	27.74	49.03	11.61	0.00	0.00	0.65	1.29
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	36.59	29.27	34.15	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	31.07	10.94	35.67	9.63	7.88	0.00	3.28	1.53
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	15.46	21.65	43.98	18.91	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	11.36	65.91	18.18	0.00	2.27	0.00	2.27
NORTH DAKOTA	23.00	9.75	51.66	9.16	0.39	0.39	1.95	3.70
OHIO	7.47	31.33	41.91	12.66	0.00	1.04	.	5.60
OKLAHOMA	4.23	6.10	76.53	11.27	0.00	0.94	0.47	0.47
OREGON	20.91	17.24	57.49	1.22	1.86	0.14	0.22	0.92
PENNSYLVANIA	21.50	12.23	52.46	13.26	0.02	0.37	0.04	0.12
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	3.98	8.41	64.60	3.98	17.70	0.00	0.88	0.44
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	40.21	19.59	25.26	7.22	0.00	5.67	0.00	2.06
TEXAS	8.89	30.82	47.36	7.71	0.21	2.42	0.84	1.74
UTAH	14.04	7.57	56.31	22.08	0.00	0.00	0.00	0.00
VERMONT	71.11	4.95	18.29	1.60	0.91	0.00	0.53	2.59
VIRGINIA	7.55	8.49	51.42	12.74	0.94	7.08	10.85	0.94
WASHINGTON	20.22	21.25	51.63	2.76	1.93	1.40	0.00	0.80
WEST VIRGINIA	0.92	13.23	65.54	10.77	0.00	8.31	0.00	1.23
WISCONSIN	13.03	12.08	68.96	5.25	0.00	0.00	0.00	0.68
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4.23	5.63	47.89	42.25	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	18.49	16.58	49.03	13.57	0.69	0.56	0.39	0.69
50 STATES, D.C. & P.R.	18.51	16.59	49.03	13.54	0.69	0.56	0.39	0.69

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

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TABLE AB20

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	3	0	0	0	0	0	0	0
ALASKA	66	71	43	1	0	0	0	0
ARIZONA	12	62	115	88	0	0	0	2
ARKANSAS	139	281	797	62	219	0	17	30
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	253	684	1,370	40	0	0	0	23
CONNECTICUT	676	998	170	43	9	8	8	5
DELAWARE	169	243	166	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	303	236	1,869	1,755	10	1	0	2
GEORGIA	157	105	24	0	0	0	0	0
HAWAII	23	22	143	0	0	0	8	1
IDAHO	17	28	58	0	0	17	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	296	284	3,186	263	.	28	23	.
IOWA	0	0	0	0	0	0	0	0
KANSAS	277	185	420	23	9	1	1	2
KENTUCKY	155	214	564	59	2	1	1	9
LOUISIANA	74	70	884	310	0	46	55	27
MAINE	62	98	242	15	2	1	4	11
MARYLAND	88	13	19	177	12	3	0	6
MASSACHUSETTS	1,750	870	3,295	483	0	0	0	79
MICHIGAN	221	253	2,695	2,127	.	0	59	10
MINNESOTA	1	24	19	0	0	0	0	0
MISSISSIPPI	15	38	70	17	0	0	1	2
MISSOURI	0	0	3	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	15	12	14	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	91	44	70	18	31	0	13	2
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	4	0	0	0	0	0
NEW YORK	1,881	2,633	5,350	2,300	0	0	0	0
NORTH CAROLINA	0	5	29	8	0	1	0	1
NORTH DAKOTA	100	46	168	13	0	2	9	12
OHIO	17	114	99	61	0	5	.	11
OKLAHOMA	8	13	163	24	0	2	1	1
OREGON	643	596	1,954	36	66	5	8	32
PENNSYLVANIA	1,868	1,177	5,073	1,303	2	37	4	12
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	5	14	101	8	34	0	2	1
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	77	38	48	14	0	11	0	4
TEXAS	574	2,243	2,776	511	14	174	61	97
UTAH	86	48	342	133	0	0	0	0
VERMONT	832	62	221	17	8	0	7	15
VIRGINIA	15	18	98	26	1	15	23	2
WASHINGTON	551	569	1,100	29	4	42	0	12
WEST VIRGINIA	1	37	176	35	0	27	0	3
WISCONSIN	203	183	839	59	0	0	0	9
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	12	30	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,724	12,631	34,789	10,088	423	427	305	425
50 STATES, D.C. & P.R.	11,724	12,631	34,777	10,058	423	427	305	425

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB20

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	36.46	39.23	23.76	0.55	0.00	0.00	0.00	0.00
ARIZONA	4.30	22.22	41.22	31.54	0.00	0.00	0.00	0.72
ARKANSAS	9.00	18.19	51.59	4.01	14.17	0.00	1.10	1.94
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	10.68	28.86	57.81	1.69	0.00	0.00	0.00	0.97
CONNECTICUT	35.26	52.06	8.87	2.24	0.47	0.42	0.42	0.26
DELAWARE	29.24	42.04	28.72	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	7.26	5.65	44.76	42.03	0.[illegible]4	0.02	0.00	0.05
GEORGIA	54.90	36.71	8.39	0.00	0.00	0.00	0.00	0.00
HAWAII	11.68	11.17	72.59	0.00	0.00	0.00	4.06	0.51
IDAHO	13.93	22.95	47.54	0.00	0.00	13.93	0.00	1.64
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	7.25	6.96	78.09	6.45	.	0.69	0.56	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	30.17	20.15	45.75	2.51	0.98	0.11	0.11	0.22
KENTUCKY	15.42	21.29	56.12	5.87	0.20	0.10	0.10	0.90
LOUISIANA	5.05	4.77	60.30	21.15	0.00	3.14	3.75	1.84
MAINE	14.25	22.53	55.63	3.45	0.46	0.23	0.92	2.53
MARYLAND	27.67	4.09	5.97	55.66	3.77	0.94	0.00	1.89
MASSACHUSETTS	27.02	13.43	50.87	7.46	0.00	0.00	0.00	1.22
MICHIGAN	4.12	4.72	50.23	39.65	.	0.00	1.10	0.19
MINNESOTA	2.27	54.55	43.18	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	10.49	26.57	48.95	11.89	0.00	0.00	0.70	1.40
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	36.59	29.27	34.15	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	33.83	16.36	26.02	6.69	11.52	0.00	4.83	0.74
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	15.46	21.65	4[illegible].98	18.91	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	11.36	65.91	18.18	0.00	2.27	0.00	2.27
NORTH DAKOTA	28.57	13.14	48.00	3.71	0.00	0.57	2.57	3.43
OHIO	5.54	37.13	32.25	19.87	0.00	1.63	.	3.58
OKLAHOMA	3.77	6.13	76.89	11.32	0.00	0.94	0.47	0.47
OREGON	19.25	17.84	58.50	1.08	1.98	0.15	0.24	0.96
PENNSYLVANIA	19.71	12.42	53.54	13.75	0.02	0.39	0.04	0.13
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	3.03	8.48	61.21	4.85	20.61	0.00	1.21	0.61
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	40.10	19.79	25.00	7.29	0.00	5.73	0.00	2.08
TEXAS	8.90	34.78	43.04	7.92	0.22	2.70	0.95	1.50
UTAH	14.12	7.88	56.16	21.84	0.00	0.00	0.00	0.00
VERMONT	71.60	5.34	19.02	1.46	0.69	0.00	0.60	1.29
VIRGINIA	7.58	9.09	49.49	13.13	0.51	7.58	11.62	1.01
WASHINGTON	23.88	24.66	47.68	1.26	0.17	1.82	0.00	0.52
WEST VIRGINIA	0.36	13.26	63.08	12.54	0.00	9.68	0.00	1.08
WISCONSIN	15.70	14.15	64.89	4.56	0.00	0.00	0.00	0.70
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	28.57	71.43	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	16.56	17.84	49.13	14.25	0.60	0.60	0.43	0.60
50 STATES, D.C. & P.R.	16.57	17.85	49.14	14.21	0.60	0.60	0.43	0.60

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB21

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	12	1	0	0	0	0
ARKANSAS	12	5	31	0	13	0	0	1
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	18	21	35	0	0	0	0	0
CONNECTICUT	9	11	60	6	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	63	20	484	174	41	0	0	0
GEORGIA	32	33	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	5	3	9	1	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	.	0	0	.
IOWA	0	0	0	0	0	0	0	0
KANSAS	40	10	72	10	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	12	6	243	42	1	5	0	8
MAINE	5	2	2	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	2
MASSACHUSETTS	1.954	44	395	12	0	0	0	6
MICHIGAN	16	9	300	166	.	0	0	5
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	5	6	1	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	51	6	93	26	5	0	2	5
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	18	4	97	34	2	0	1	7
OHIO	19	37	103	0	0	0	.	15
OKLAHOMA	1	0	0	0	0	0	0	0
OREGON	109	24	114	8	1	0	0	1
PENNSYLVANIA	314	64	252	43	0	1	0	0
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	4	5	45	1	6	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	1	0	1	0	0	0	0	0
TEXAS	112	134	877	84	2	13	4	37
UTAH	3	0	15	7	0	0	0	0
VERMONT	101	3	19	4	4	0	0	19
VIRGINIA	1	0	11	1	1	0	0	0
WASHINGTON	56	69	450	54	54	0	0	12
WEST VIRGINIA	2	6	37	0	0	0	0	1
WISCONSIN	45	47	474	41	0	0	0	4
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	4	22	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,006	572	4,259	716	130	19	7	124
50 STATES, D.C. & P.R.	3,003	568	4,237	716	130	19	7	124

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

488

TABLE AB21

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	0.00	0.00	92.31	7.69	0.00	0.00	0.00	0.00
ARKANSAS	19.35	8.06	50.00	0.00	20.97	0.00	0.00	1.61
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	24.32	28.38	47.30	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	10.47	12.79	69.77	6.98	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	8.06	2.56	61.89	22.25	5.24	0.00	0.00	0.00
GEORGIA	49.23	50.77	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	.	.	.	.	.	.	.	.
IDAHO	27.78	16.67	50.00	5.56	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	30.30	7.58	54.55	7.58	0.00	0.00	0.00	0.00
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	3.79	1.89	76.66	13.25	0.32	1.58	0.00	2.52
MAINE	55.56	22.22	22.22	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
MASSACHUSETTS	81.05	1.82	16.38	0.50	0.00	0.00	0.00	0.25
MICHIGAN	3.23	1.81	60.48	33.47	.	0.00	0.00	1.01
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	41.67	50.00	8.33	0.00	0.00	0.00	0.00
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	27.13	3.19	49.47	13.83	2.66	0.00	1.06	2.66
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	11.04	2.45	59.51	20.86	1.23	0.00	0.61	4.29
OHIO	10.86	21.14	58.86	0.00	0.00	0.00	.	9.14
OKLAHOMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	42.41	9.34	44.36	3.11	0.39	0.00	0.00	0.39
PENNSYLVANIA	46.59	9.50	37.39	6.38	0.00	0.15	0.00	0.00
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	6.56	8.20	73.77	1.64	9.84	0.00	0.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
TEXAS	8.87	10.61	69.44	6.65	0.16	1.03	0.32	2.93
UTAH	12.00	0.00	60.00	28.00	0.00	0.00	0.00	0.00
VERMONT	67.33	2.00	12.67	2.67	2.67	0.00	0.00	12.67
VIRGINIA	7.14	0.00	78.57	7.14	7.14	0.00	0.00	0.00
WASHINGTON	8.06	9.93	64.75	7.77	7.77	0.00	0.00	1.73
WEST VIRGINIA	4.35	13.04	80.43	0.00	0.00	0.00	0.00	2.17
WISCONSIN	7.36	7.69	77.58	6.71	0.00	0.00	0.00	0.65
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10.34	13.79	75.86	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	34.03	6.48	48.22	8.11	1.47	0.22	0.08	1.40
50 STATES, D.C. & P.R.	34.11	6.45	48.13	8.13	1.48	0.22	0.08	1.41

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB22

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RL. .DENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1	0	0	0	0	0	0	0
ALASKA	40	41	33	0	0	0	0	0
ARIZONA	10	40	54	43	0	0	0	1
ARKANSAS	109	150	437	27	115	0	7	10
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	192	462	723	19	0	0	0	13
CONNECTICUT	9	30	118	17	6	7	7	0
DELAWARE	75	52	74	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	177	122	1,077	726	7	1	0	0
GEORGIA	104	57	10	0	0	0	0	0
HAWAII	4	4	36	0	0	0	1	0
IDAHO	15	26	25	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	245	130	1,783	94	.	1	4	.
IOWA	0	0	0	0	0	0	0	0
KANSAS	238	132	327	15	6	0	0	0
KENTUCKY	120	126	312	24	1	0	1	5
LOUISIANA	48	43	453	139	0	6	11	12
MAINE	19	22	70	3	2	0	0	1
MARYLAND	7	1	1	4	1	0	0	0
MASSACHUSETTS	1,154	408	1,662	101	0	0	0	25
MICHIGAN	111	73	1,057	609	.	0	7	5
MINNESOTA	0	0	1	0	0	0	0	0
MISSISSIPPI	13	18	40	9	0	0	0	2
MISSOURI	0	0	2	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	3	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	1,525	1,216	2,670	959	0	0	0	0
NORTH CAROLINA	0	0	1	1	0	0	0	0
NORTH DAKOTA	84	36	128	12	0	0	6	9
OHIO	11	77	79	20	0	3	.	1
OKLAHOMA	3	1	9	4	0	1	0	0
OREGON	451	330	804	20	25	4	3	13
PENNSYLVANIA	1,572	604	3,055	545	1	9	3	8
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	5	9	61	4	19	0	0	1
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	17	4	10	4	0	0	0	1
TEXAS	283	1,030	1,196	165	4	29	9	24
UTAH	46	23	216	56	0	0	0	0
VERMONT	545	22	35	1	4	0	4	8
VIRGINIA	7	6	36	8	1	1	3	1
WASHINGTON	346	339	560	13	2	6	0	8
WEST VIRGINIA	0	8	59	6	0	3	0	2
WISCONSIN	182	142	592	22	0	0	0	8
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	7,768	5,784	17,815	3,670	194	71	66	158
50 STATES, D.C. & P.R.	7,768	5,784	17,809	3,670	194	71	66	158

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB22

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	35.09	35.96	28.95	0.00	0.00	0.00	0.00	0.00
ARIZONA	6.76	27.03	36.49	29.05	0.00	0.00	0.00	0.68
ARKANSAS	12.75	17.54	51.11	3.16	13.45	0.00	0.82	1.17
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	13.63	32.79	51.31	1.35	0.00	0.00	0.00	0.92
CONNECTICUT	4.64	15.46	60.82	8.76	3.09	3.61	3.61	0.00
DELAWARE	37.31	25.87	36.82	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	8.39	5.78	51.04	34.41	0.33	0.05	0.00	0.00
GEORGIA	60.82	33.33	5.85	0.00	0.00	0.00	0.00	0.00
HAWAII	8.89	8.89	80.00	0.00	0.00	0.00	2.22	0.00
IDAHO	22.73	39.39	37.88	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	10.86	5.76	79.00	4.16	.	0.04	0.18	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	33.15	18.38	45.54	2.09	0.84	0.00	0.00	0.00
KENTUCKY	20.37	21.39	52.97	4.07	0.17	0.00	0.17	0.85
LOUISIANA	6.74	6.04	63.62	19.52	0.00	0.84	1.54	1.69
MAINE	16.24	18.80	59.83	2.56	1.71	0.00	0.00	0.85
MARYLAND	50.00	7.14	7.14	28.57	7.14	0.00	0.00	0.00
MASSACHUSETTS	34.45	12.18	49.61	3.01	0.00	0.00	0.00	0.75
MICHIGAN	5.96	3.92	56.77	32.71	.	0.00	0.38	0.27
MINNESOTA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	15.85	21.95	48.78	10.98	0.00	0.00	0.00	2.44
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	23.94	19.09	41.92	15.05	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	30.55	13.09	46.55	4.36	0.00	0.00	2.18	3.27
OHIO	5.76	40.31	41.36	10.47	0.00	1.57	.	0.52
OKLAHOMA	16.67	5.56	50.00	22.22	0.00	5.56	0.00	0.00
OREGON	27.33	20.00	48.73	1.21	1.52	0.24	0.18	0.79
PENNSYLVANIA	27.12	10.42	52.70	9.40	0.02	0.16	0.05	0.14
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	5.05	9.09	61.62	4.04	19.19	0.00	0.00	1.01
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	47.22	11.11	27.78	11.11	0.00	0.00	0.00	2.78
TEXAS	10.33	37.59	43.65	6.02	0.15	1.06	0.33	0.88
UTAH	13.49	6.74	63.34	16.42	0.00	0.00	0.00	0.00
VERMONT	88.05	3.55	5.65	0.16	0.65	0.00	0.65	1.29
VIRGINIA	11.11	9.52	57.14	12.70	1.59	1.59	4.76	1.59
WASHINGTON	27.16	26.61	43.96	1.02	0.16	0.47	0.00	0.63
WEST VIRGINIA	0.00	10.26	75.64	7.69	0.00	3.85	0.00	2.56
WISCONSIN	19.24	15.01	62.58	2.33	0.00	0.00	0.00	0.85
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	21.87	16.28	50.15	10.33	0.55	0.20	0.19	0.44
50 STATES, D.C. & P.R.	21.87	16.28	50.14	10.33	0.55	0.20	0.19	0.44

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

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TABLE AB23

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2	0	0	0	0	0	0	0
ALASKA	24	27	9	0	0	0	0	0
ARIZONA	2	18	48	32	0	0	0	1
ARKANSAS	28	119	305	28	78	0	9	19
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	57	205	484	12	0	0	0	5
CONNECTICUT	564	841	36	18	1	0	0	4
DELAWARE	87	171	85	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	99	92	631	706	2	0	0	2
GEORGIA	47	40	14	0	0	0	0	0
HAWAII	17	16	67	0	0	0	7	1
IDAHO	2	2	29	0	0	14	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	48	138	1,191	125	.	22	15	.
IOWA	0	0	0	0	0	0	0	0
KANSAS	36	45	86	5	3	0	1	2
KENTUCKY	31	74	198	24	1	1	0	4
LOUISIANA	22	26	301	111	0	35	30	11
MAINE	39	60	128	10	0	1	3	9
MARYLAND	38	4	10	59	3	3	0	3
MASSACHUSETTS	528	396	1,144	253	0	0	0	38
MICHIGAN	95	151	1,197	928	.	0	52	5
MINNESOTA	1	22	15	0	0	0	0	0
MISSISSIPPI	2	19	21	2	0	0	1	0
MISSOURI	0	0	1	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	11	8	6	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	62	24	38	15	10	0	7	1
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	1	0	0	0	0	0
NEW YORK	336	1,268	2,281	912	0	0	0	0
NORTH CAROLINA	0	4	14	3	0	1	0	1
NORTH DAKOTA	15	7	33	1	0	2	1	2
OHIO	6	31	18	17	0	2	.	8
OKLAHOMA	5	8	58	14	0	0	1	1
OREGON	167	206	760	11	38	1	4	16
PENNSYLVANIA	245	487	1,604	520	1	19	0	2
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	4	29	1	13	0	1	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	51	29	26	4	0	10	0	3
TEXAS	258	1,018	1,022	192	3	55	23	61
UTAH	35	23	114	52	0	0	0	0
VERMONT	256	33	120	14	3	0	3	3
VIRGINIA	7	9	41	15	0	9	15	1
WASHINGTON	178	207	399	8	2	19	0	4
WEST VIRGINIA	1	22	66	18	0	24	0	1
WISCONSIN	17	39	189	21	0	0	0	1
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	4	22	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,419	5,896	12,823	4,153	158	218	173	211
50 STATES, D.C. & P.R.	3,419	5,896	12,819	4,131	158	218	173	211

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBKXNP1A)
20OCT93

TABLE AB23

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	40.00	45.00	15.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.98	17.82	47.52	31.68	0.00	0.00	0.00	0.99
ARKANSAS	4.78	20.31	52.05	4.78	13.31	0.00	1.54	3.24
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	7.47	26.87	63.43	1.57	0.00	0.00	0.00	0.66
CONNECTICUT	38.52	57.45	2.46	1.23	0.07	0.00	0.00	0.27
DELAWARE	25.36	49.85	24.78	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	6.46	6.01	41.19	46.08	0.13	0.00	0.00	0.13
GEORGIA	46.53	39.60	13.86	0.00	0.00	0.00	0.00	0.00
HAWAII	15.74	14.81	62.04	0.00	0.00	0.00	6.48	0.93
IDAHO	4.08	4.08	59.18	0.00	0.00	28.57	0.00	4.08
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	3.12	8.97	77.39	8.12	.	1.43	0.97	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	19.89	26.52	47.51	2.76	1.66	0.00	0.55	1.10
KENTUCKY	9.31	22.22	59.46	7.21	0.30	0.30	0.00	1.20
LOUISIANA	4.10	4.85	56.16	20.71	0.00	6.53	5.60	2.05
MAINE	15.60	24.00	51.20	4.00	0.00	0.40	1.20	3.60
MARYLAND	31.67	3.33	8.33	49.17	2.50	2.50	0.00	2.50
MASSACHUSETTS	22.38	16.79	48.50	10.72	0.00	0.00	0.00	1.61
MICHIGAN	3.91	6.22	49.30	38.22	.	0.00	2.14	0.21
MINNESOTA	2.63	57.89	39.47	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	4.44	42.22	46.67	4.44	0.00	0.00	2.22	0.00
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	44.00	32.00	24.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	39.49	15.29	24.20	9.55	6.37	0.00	4.46	0.64
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	7.00	26.43	47.55	19.01	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	17.39	60.87	13.04	0.00	4.35	0.00	4.35
NORTH DAKOTA	24.59	11.48	54.10	1.64	0.00	3.28	1.64	3.28
OHIO	7.32	37.80	21.95	20.73	0.00	2.44	.	9.76
OKLAHOMA	5.75	9.20	66.67	16.09	0.00	0.00	1.15	1.15
OREGON	13.88	17.12	63.18	0.91	3.16	0.08	0.33	1.33
PENNSYLVANIA	8.51	16.92	55.73	18.07	0.03	0.66	0.00	0.07
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	8.33	60.42	2.08	27.08	0.00	2.08	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	41.46	23.58	21.14	3.25	0.00	8.13	0.00	2.44
TEXAS	9.80	38.68	38.83	7.29	0.11	2.09	0.87	2.32
UTAH	15.63	10.27	50.89	23.21	0.00	0.00	0.00	0.00
VERMONT	59.26	7.64	27.78	3.24	0.69	0.00	0.69	0.69
VIRGINIA	7.22	9.28	42.27	15.46	0.00	9.28	15.46	1.03
WASHINGTON	21.79	25.34	48.84	0.98	0.24	2.33	0.00	0.49
WEST VIRGINIA	0.76	16.67	50.00	13.64	0.00	18.18	0.00	0.76
WISCONSIN	6.37	14.61	70.79	7.87	0.00	0.00	0.00	0.37
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	15.38	84.62	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12.64	21.80	47.40	15.35	0.58	0.81	0.64	0.78
50 STATES, D.C. & P.R.	12.65	21.82	47.43	15.29	0.58	0.81	0.64	0.78

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB24

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	2	3	1	1	0	0	0	0
ARIZONA	0	4	13	13	0	0	0	0
ARKANSAS	2	12	55	7	26	0	1	1
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	4	17	163	9	0	0	0	5
CONNECTICUT	103	127	16	8	2	1	1	1
DELAWARE	7	20	7	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	27	22	161	323	1	0	0	0
GEORGIA	6	8	0	0	0	0	0	0
HAWAII	2	2	40	0	0	0	0	0
IDAHO	0	0	4	0	0	3	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	3	16	212	44	.	5	4	.
IOWA	0	0	0	0	0	0	0	0
KANSAS	3	5	7	3	0	1	0	0
KENTUCKY	4	14	54	11	0	0	0	0
LOUISIANA	4	1	130	60	0	5	14	4
MAINE	4	16	44	2	0	0	1	1
MARYLAND	43	8	8	114	8	0	0	3
MASSACHUSETTS	68	66	489	129	0	0	0	16
MICHIGAN	15	29	441	590	.	0	0	0
MINNESOTA	0	2	3	0	0	0	0	0
MISSISSIPPI	0	1	9	6	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	4	4	5	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	29	20	32	3	21	0	6	1
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	3	0	0	0	0	0
NEW YORK	20	149	399	429	0	0	0	0
NORTH CAROLINA	0	1	14	4	0	0	0	0
NORTH DAKOTA	1	3	7	0	0	0	2	1
OHIO	0	6	2	24	0	0	.	2
OKLAHOMA	0	4	96	6	0	1	0	0
OREGON	25	60	390	5	3	0	1	3
PENNSYLVANIA	51	86	414	238	0	9	1	2
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	1	11	3	2	0	1	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	9	5	12	6	0	1	0	0
TEXAS	33	195	558	154	7	90	29	12
UTAH	5	2	12	25	0	0	0	0
VERMONT	31	7	66	2	1	0	0	4
VIRGINIA	1	3	21	3	0	5	5	0
WASHINGTON	27	23	141	8	0	17	0	0
WEST VIRGINIA	0	7	51	11	0	0	0	0
WISCONSIN	4	2	58	16	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	8	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	537	951	4,151	2,265	71	138	66	56
50 STATES, D.C. & P.R.	537	951	4,149	2,257	71	138	66	56

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
20OCT93

TABLE AB24

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	28.57	42.86	14.29	14.29	0.00	0.00	0.00	0.00
ARIZONA	0.00	13.33	43.33	43.33	0.00	0.00	0.00	0.00
ARKANSAS	1.92	11.54	52.88	6.73	25.00	0.00	0.96	0.96
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	2.02	8.59	82.32	4.55	0.00	0.00	0.00	2.53
CONNECTICUT	39.77	49.03	6.18	3.09	0.77	0.39	0.39	0.39
DELAWARE	20.59	58.82	20.59	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	5.06	4.12	30.15	60.49	0.19	0.00	0.00	0.00
GEORGIA	42.86	57.14	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	4.55	4.55	90.91	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	57.14	0.00	0.00	42.86	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.06	5.63	74.65	15.49	.	1.76	1.41	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	15.79	26.32	36.84	15.79	0.00	5.26	0.00	0.00
KENTUCKY	4.82	16.87	65.06	13.25	0.00	0.00	0.00	0.00
LOUISIANA	1.83	0.46	59.63	27.[illegible]2	0.00	2.29	6.42	1.83
MAINE	5.88	23.53	64.71	2.94	0.00	0.00	1.47	1.47
MARYLAND	23.37	4.35	4.35	61.96	4.35	0.00	0.00	1.63
MASSACHUSETTS	8.85	8.59	63.67	16.80	0.00	0.00	0.00	2.08
MICHIGAN	1.40	2.70	41.02	54.88	.	0.00	0.00	0.00
MINNESOTA	0.00	40.00	60.00	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	6.25	56.25	37.50	0.00	0.00	0.00	0.00
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	30.77	30.77	38.46	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	25.89	17.86	28.57	2.68	18.75	0.00	5.36	0.89
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	2.01	14.94	40.02	43.03	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	5.26	73.68	21.05	0.00	0.00	0.00	0.00
NORTH DAKOTA	7.14	21.43	50.00	0.00	0.00	0.00	14.29	7.14
OHIO	0.00	17.65	5.88	70.59	0.00	0.00	.	5.88
OKLAHOMA	0.00	3.74	89.72	5.61	0.00	0.93	0.00	0.00
OREGON	5.13	12.32	80.08	1.03	0.62	0.00	0.21	0.62
PENNSYLVANIA	6.37	10.74	51.69	29.71	0.00	1.12	0.12	0.25
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	5.56	61.11	16.67	11.11	0.00	5.56	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	27.27	15.15	36.36	18.18	0.00	3.03	0.00	0.00
TEXAS	3.06	18.09	51.76	14.29	0.65	8.35	2.69	1.11
UTAH	11.36	4.55	27.27	56.82	0.00	0.00	0.00	0.00
VERMONT	27.93	6.31	59.46	1.80	0.90	0.00	0.00	3.60
VIRGINIA	2.63	7.89	55.26	7.89	0.00	13.16	13.16	0.00
WASHINGTON	12.50	10.65	65.28	3.70	0.00	7.87	0.00	0.00
WEST VIRGINIA	0.00	10.14	73.91	15.94	0.00	0.00	0.00	0.00
WISCONSIN	5.00	2.50	72.50	20.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	20.00	80.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6.52	11.55	50.41	27.50	0.86	1.68	0.80	0.68
50 STATES, D.C. & P.R.	6.53	11.56	50.44	27.44	0.86	1.68	0.80	0.68

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(LRXXNP1A)
20OCT93

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TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
TO SERVE CHILDREN WITH DISABILITIES AGE 3-5

DURING THE 1991-92 SCHOOL YEAR

	ALL DISABILITIES	
STATE	EMPLOYED	NEEDED
ALABAMA	212	77
ALASKA	77	3
ARIZONA	161	17
ARKANSAS	75	8
CALIFORNIA	1,680	73
COLORADO	195	16
CONNECTICUT	255	5
DELAWARE	76	8
DISTRICT OF COLUMBIA	53	2
FLORIDA	862	130
GEORGIA	380	22
HAWAII	91	3
IDAHO	113	49
ILLINOIS	681	13
INDIANA	296	87
IOWA	399	27
KANSAS	229	4
KENTUCKY	255	51
LOUISIANA	573	22
MAINE	151	13
MARYLAND	285	5
MASSACHUSETTS	434	4
MICHIGAN	925	51
MINNESOTA	615	90
MISSISSIPPI	208	28
MISSOURI	299	38
MONTANA	42	14
NEBRASKA	162	2
NEVADA	86	5
NEW HAMPSHIRE	85	7
NEW JERSEY	447	10
NEW MEXICO	125	301
NEW YORK	942	222
NORTH CAROLINA	618	214
NORTH DAKOTA	107	5
OHIO	856	68
OKLAHOMA	159	5
OREGON	359	32
PENNSYLVANIA	536	13
PUERTO RICO	119	0
RHODE ISLAND	72	2
SOUTH CAROLINA	181	63
SOUTH DAKOTA	122	9
TENNESSEE	355	17
TEXAS	109	218
UTAH	102	8
VERMONT	101	3
VIRGINIA	1,063	139
WASHINGTON	282	13
WEST VIRGINIA	199	27
WISCONSIN	686	36
WYOMING	57	2
AMERICAN SAMOA	14	4
GUAM	9	3
NORTHERN MARIANAS	2	1
PALAU	.	.
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	17,579	2,288
50 STATES, D.C. & P.R.	17,554	2,280

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
19OCT93

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TABLE AC2

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 6-21

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES		SPECIFIC LEARNING DISABILITIES		SPEECH OR LANGUAGE IMPAIRMENTS		MENTAL RETARDATION	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,845	436	1,507	142	522	66	1,785	78
ALASKA	863	21	448	2	168	6	57	0
ARIZONA	3,619	76	774	7	503	28	354	6
ARKANSAS	2,864	62	1,569	8	442	39	646	11
CALIFORNIA	25,345	1,466	14,355	831	6,572	380	1,526	88
COLORADO	3,635	41	1,630	11	534	6	259	5
CONNECTICUT	4,071	137	1,512	53	600	18	416	22
DELAWARE	906	75	484	23	69	10	70	11
DISTRICT OF COLUMBIA	779	49	363	27	123	3	103	1
FLORIDA	13,254	2,203	2,586	423	1,938	250	1,876	262
GEORGIA	7,709	182	1,944	21	881	50	2,598	31
HAWAII	1,105	39	379	27	82	3	94	2
IDAHO	995	263	575	152	119	36	189	58
ILLINOIS	17,328	362	5,387	103	2,419	112	2,440	15
INDIANA	5,681	637	2,114	201	723	62	1,785	173
IOWA	4,274	542	351	42	400	9	586	59
KANSAS	3,172	62	702	4	477	31	362	5
KENTUCKY	4,404	431	1,747	143	542	83	1,520	122
LOUISIANA	6,526	1,766	1,872	606	1,047	122	1,058	345
MAINE	1,910	148	748	42	342	30	243	17
MARYLAND	6,285	103	1,834	7	939	41	606	5
MASSACHUSETTS	7,749	85	.	.	.	.	.	.
MICHIGAN	12,381	551	5,075	213	2,255	24	1,235	66
MINNESOTA	6,878	660	2,437	214	1,192	94	1,646	132
MISSISSIPPI	3,742	366	2,264	183	514	107	706	38
MISSOURI	6,991	516	3,219	210	1,223	54	1,409	186
MONTANA	974	123	504	0	276	0	67	0
NEBRASKA	2,099	28	141	0	356	24	95	1
NEVADA	1,246	77	588	16	151	9	86	8
NEW HAMPSHIRE	1,642	260	649	108	476	40	151	26
NEW JERSEY	15,748	970	5,533	350	2,597	150	684	67
NEW MEXICO	3,137	551	578	153	657	154	83	13
NEW YORK	27,657	7,744	6,900	1,784	2,444	857	1,678	419
NORTH CAROLINA	6,557	877	2,415	246	712	140	1,889	155
NORTH DAKOTA	809	70	303	25	196	24	195	10
OHIO	11,938	314	3,682	137	1,253	31	3,745	60
OKLAHOMA	3,981	215	1,641	0	561	81	1,103	36
OREGON	3,073	209	1,152	35	409	75	645	18
PENNSYLVANIA	11,939	233	5,489	84	1,319	28	2,308	39
PUERTO RICO	2,880	0	67	0	14	0	799	0
RHODE ISLAND	1,338	25	594	5	175	12	93	0
SOUTH CAROLINA	4,220	399	1,596	125	620	67	1,114	99
SOUTH DAKOTA	726	37	.	.	146	10	.	.
TENNESSEE	4,794	213	2,392	68	561	40	935	37
TEXAS	19,837	1,157	.	327	2,279	247	.	129
UTAH	1,752	161	155	2	179	38	102	2
VERMONT	851	21	350	6	171	12	125	1
VIRGINIA	8,477	785	3,572	351	1,012	57	1,518	112
WASHINGTON	4,384	121	0	15	600	20	0	6
WEST VIRGINIA	3,228	247	1,227	79	399	50	994	59
WISCONSIN	6,859	909	2,226	338	1,224	48	1,130	35
WYOMING	802	6	0	0	137	4	0	0
AMERICAN SAMOA	45	6	0	0	4	1	6	0
GUAM	113	7	0	0	0	0	0	0
NORTHERN MARIANAS	26	1	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	116	12	15	0	5	5	4	0
BUR. OF INDIAN AFFAIRS	349	126	159	55	55	21	25	12
U.S. AND OUTLYING AREAS	308,904	27,282	97,805	8,003	43,610	3,907	43,142	3,079
50 STATES, D.C. & P.R.	308,255	27,131	97,631	7,948	43,546	3,879	43,107	3,067

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
20OCT93

TABLE AC2

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
TO SERVE CHILDREN WITH DISABILITIES AGE 6-21

DURING THE 1991-92 SCHOOL YEAR

STATE	SERIOUS EMOTIONAL DISTURBANCE		MULTIPLE DISABILITIES		HEARING IMPAIRMENTS		ORTHOPEDIC IMPAIRMENTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	433	90	132	11	97	.10	22	3
ALASKA	68	3	64	0	19	1	3	0
ARIZONA	224	5	116	7	82	1	42	3
ARKANSAS	19	0	58	0	64	1	11	0
CALIFORNIA	697	40	375	22	403	23	522	30
COLORADO	588	12	420	3	106	0	55	0
CONNECTICUT	522	33	94	1	45	3	10	3
DELAWARE	67	8	0	0	30	1	29	0
DISTRICT OF COLUMBIA	88	8	65	10	2	0	3	0
FLORIDA	2,107	681	.	.	303	23	234	37
GEORGIA	1,791	66	.	.	240	7	101	4
HAWAII	63	5	33	1	29	1	5	0
IDAHO	33	7	21	0	17	2	14	0
ILLINOIS	2,409	63	210	0	675	12	337	6
INDIANA	626	150	123	16	165	14	64	12
IOWA	498	106	112	2	77	21	33	1
KANSAS	450	14	79	3	68	3	10	0
KENTUCKY	306	50	118	9	82	11	18	4
LOUISIANA	633	197	102	38	215	39	98	23
MAINE	358	41	129	13	51	4	7	0
MARYLAND	548	16	418	7	170	0	93	1
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	1,226	87	132	1	170	5	288	2
MINNESOTA	1,269	161	.	0	192	24	55	15
MISSISSIPPI	26	1	51	4	60	6	91	26
MISSOURI	798	145	35	0	129	10	84	9
MONTANA	44	0	18	0	11	0	18	0
NEBRASKA	85	1	22	0	23	0	3	0
NEVADA	74	12	80	2	28	2	13	4
NEW HAMPSHIRE	218	69	59	7	30	2	15	2
NEW JERSEY	1,493	110	1,029	80	137	14	58	6
NEW MEXICO	209	19	119	21	27	5	30	7
NEW YORK	3,175	1,108	741	278	853	326	56	17
NORTH CAROLINA	907	204	116	16	213	34	52	11
NORTH DAKOTA	60	10	1	.	36	.	4	.
OHIO	1,179	29	1,512	40	249	2	202	11
OKLAHOMA	246	34	231	13	94	2	31	2
OREGON	394	28	.	.	181	8	97	8
PENNSYLVANIA	1,521	58	413	6	458	6	147	1
PUERTO RICO	60	0	13	0	72	0	119	0
RHODE ISLAND	68	3	17	0	33	2	1	0
SOUTH CAROLINA	436	45	37	4	133	18	78	6
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	212	15	186	25	175	7	83	6
TEXAS	.	252	.	19	240	51	.	18
UTAH	103	24	165	11	67	5	4	0
VERMONT	87	1	34	0	31	0	9	0
VIRGINIA	1,284	160	69	10	198	8	64	27
WASHINGTON	0	19	0	11	0	0	0	3
WEST VIRGINIA	347	39	0	0	99	6	48	5
WISCONSIN	1,419	471	0	6	139	3	250	2
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	2	0	2	1	0	0
GUAM	4	3	3	0	4	3	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4	0	6	0	3	1	0	0
BUR. OF INDIAN AFFAIRS	25	21	9	5	2	1	0	1
U.S. AND OUTLYING AREAS	29,496	4,724	7,767	700	7,025	727	3,612	313
50 STATES, D.C. & P.R.	29,464	4,699	7,747	695	7,014	721	3,612	312

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TABLE AC2

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 6-21

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS EMPLOYED	OTHER HEALTH IMPAIRMENTS NEEDED	VISUAL IMPAIRMENTS EMPLOYED	VISUAL IMPAIRMENTS NEEDED	AUTISM EMPLOYED	AUTISM NEEDED	DEAF-BLINDNESS EMPLOYED	DEAF-BLINDNESS NEEDED
ALABAMA	40	5	36	8	7	2	2	1
ALASKA	10	0	11	1	0	0	1	0
ARIZONA	7	0	50	4	4	0	0	0
ARKANSAS	24	0	30	3	1	0	0	0
CALIFORNIA	705	41	182	11	.	.	8	0
COLORADO	.	.	36	4	.	0	7	0
CONNECTICUT	7	0	26	1	0	0	3	0
DELAWARE	- 2	0	2	1	32	5	5	0
DISTRICT OF COLUMBIA	8	0	13	0	10	1	2	0
FLORIDA	343	12	166	10	81	11	6	1
GEORGIA	42	1	110	1	.	.	2	1
HAWAII	8	0	14	0	4	0	1	0
IDAHO	20	6	5	0	2	0	1	2
ILLINOIS	.	0	243	4	.	0	.	0
INDIANA	1	1	79	7	0	0	0	1
IOWA	0	0	16	7	.	.	0	0
KANSAS	8	1	23	2	.	.	.	.
KENTUCKY	15	1	52	9	.	.	1	0
LOUISIANA	114	25	79	27	118	35	3	6
MAINE	17	1	6	0	5	0	3	0
MARYLAND	26	0	115	0	0	0	1	0
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	.	.	51	4	70	55	.	.
MINNESOTA	4	4	66	17	19	.	.	0
MISSISSIPPI	.	.	30	1	.	.	0	1
MISSOURI	.	0	52	2	31	0	12	0
MONTANA	27	0	9	0	0	0	1	0
NEBRASKA	4	0	11	2	0	0	0	0
NEVADA	6	2	10	2	1	1	4	1
NEW HAMPSHIRE	32	5	12	1	0	0	0	0
NEW JERSEY	41	3	56	11	31	2	17	4
NEW MEXICO	17	6	5	3	11	3	10	5
NEW YORK	96	31	264	102	360	142	0	0
NORTH CAROLINA	71	18	70	19	114	29	1	5
NORTH DAKOTA	6	.	7	1	.	.	1	.
OHIO	.	.	61	3	0	.	0	2
OKLAHOMA	13	46	55	3	0	0	6	0
OREGON	128	3	69	10	.	7	.	2
PENNSYLVANIA	6	0	240	7	0	0	3	6
PUERTO RICO	19	0	64	0	68	0	15	0
RHODE ISLAND	4	0	9	0	0	1	0	0
SOUTH CAROLINA	11	10	90	9	17	5	15	0
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	100	3	101	9	44	3	2	0
TEXAS	.	17	.	8	.	6	.	3
UTAH	[illegible]	0	22	2	0	0	0	0
VERMONT	11	0	7	0	0	0	3	0
VIRGINIA	139	9	252	18	63	8	4	2
WASHINGTON	0	5	0	2	0	0	0	0
WEST VIRGINIA	3	0	68	1	32	8	1	0
WISCONSIN	0	5	47	3	0	0	1	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	1	0
GUAM	2	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	0	1	0	0	2	8	1
U.S. AND OUTLYING AREAS	2,159	260	3,025	336	1,126	326	150	41
50 STATES, D.C. & P.R.	2,153	260	3,020	336	1,126	326	141	40

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TABLE AC2

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 6-21

DURING THE 1991-92 SCHOOL YEAR

STATE	TRAUMATIC BRAIN INJURY EMPLOYED	TRAUMATIC BRAIN INJURY NEEDED	CROSS CATEGORICAL EMPLOYED	CROSS CATEGORICAL NEEDED
ALABAMA	3	3	261	18
ALASKA	0	0	14	8
ARIZONA	1	0	1,462	15
ARKANSAS	1	0	0	0
CALIFORNIA	.	.	.	.
COLORADO	.	0	.	.
CONNECTICUT	0	0	836	3
DELAWARE	0	0	117	16
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	.	.	3,614	493
GEORGIA	.	.	.	.
HAWAII	0	0	393	0
IDAHO	1	0	0	0
ILLINOIS	.	0	3,207	49
INDIANA	0	0	0	0
IOWA	.	.	2,201	296
KANSAS	.	.	994	0
KENTUCKY	.	.	3	0
LOUISIANA	1	2	1,185	301
MAINE	1	0	.	.
MARYLAND	0	0	1,535	27
MASSACHUSETTS	.	.	7,748	85
MICHIGAN	.	.	1,879	94
MINNESOTA	.	.	.	0
MISSISSIPPI	.	.	.	.
MISSOURI	0	0	.	0
MONTANA	0	0	0	123
NEBRASKA	0	0	1,361	0
NEVADA	2	0	205	21
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	.	.	4,072	174
NEW MEXICO	9	0	1,382	163
NEW YORK	0	0	11,090	2,680
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	.	.	.	.
OHIO	0	.	54	.
OKLAHOMA	0	0	0	0
OREGON	.	0	.	15
PENNSYLVANIA	35	0	0	0
PUERTO RICO	.	0	1,569	0
RHODE ISLAND	0	0	345	2
SOUTH CAROLINA	0	5	73	5
SOUTH DAKOTA	.	.	580	27
TENNESSEE	4	0	0	0
TEXAS	.	22	17,318	58
UTAH	0	0	953	79
VERMONT	0	0	4	0
VIRGINIA	1	0	303	23
WASHINGTON	0	0	3,784	40
WEST VIRGINIA	8	1	0	0
WISCONSIN	0	0	422	0
WYOMING	0	0	665	2
AMERICAN SAMOA	0	0	30	4
GUAM	0	1	98	0
NORTHERN MARIANAS	0	0	26	1
PALAU	.	.	.	.
VIRGIN ISLANDS	0	0	77	6
BUR. OF INDIAN AFFAIRS	0	1	60	5
U.S. AND OUTLYING AREAS	68	35	69,919	4,833
50 STATES, D.C. & P.R.	68	33	69,628	4,817

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

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SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATION THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,975	293	16	6	36	16	44	3
ALASKA	993	8	1	0	29	0	0	0
ARIZONA	3,758	95	72	2	51	13	5	0
ARKANSAS	1,625	71	9	0	19	11	1	0
CALIFORNIA	31,576	1,202	57	20	50	13	3	2
COLORADO	3,983	81	290	2	140	14	4	1
CONNECTICUT	5,077	69	393	20	120	4	15	0
DELAWARE	786	73	6	0	7	3	10	0
DISTRICT OF COLUMBIA	1,058	50	64	2	28	1	12	4
FLORIDA	12,894	830	312	23	196	36	8	1
GEORGIA	6,634	292	148	11	73	13	37	0
HAWAII	1,491	32	45	0	19	5	4	0
IDAHO	1,339	124	38	11	19	6	2	0
ILLINOIS	21,802	156	1,912	15	334	25	14	0
INDIANA	5,671	532	47	16	66	34	15	7
IOWA	4,003	113	190	6	53	5	12	0
KANSAS	4,361	44	179	3	67	16	1	0
KENTUCKY	3,090	445	21	10	25	34	13	2
LOUISIANA	7,974	358	246	17	102	34	1	4
MAINE	2,507	183	114	6	71	5	2	1
MARYLAND	6,38[illegible]	90	150	1	143	19	20	3
MASSACHUSETTS	8,279	28	563	11	181	3	.	.
MICHIGAN	5,591	327	999	153	332	1	11	0
MINNESOTA	8,088	865	517	71	243	37	.	0
MISSISSIPPI	1,583	74	15	1	5	3	3	1
MISSOURI	5,031	25	66	0	80	0	0	0
MONTANA	1,115	211	7	4	13	5	1	1
NEBRASKA	1,725	15	16	0	11	4	0	0
NEVADA	920	61	2	2	12	2	0	1
NEW HAMPSHIRE	3,120	384	27	3	108	3	16	2
NEW JERSEY	18,973	797	1,285	66	316	21	18	1
NEW MEXICO	2,739	216	24	6	116	42	1	2
NEW YORK	23,790	0	0	0	341	0	3	0
NORTH CAROLINA	6,404	1,713	143	75	107	85	41	13
NORTH DAKOTA	991	56	42	5	21	.	1	.
OHIO	5,786	258	0	1	226	24	0	0
OKLAHOMA	2,812	104	10	1	64	14	6	0
OREGON	3,322	240	29	3	56	10	44	8
PENNSYLVANIA	9,849	325	180	18	134	20	5	2
PUERTO RICO	2,009	204	85	8	66	30	0	0
RHODE ISLAND	1,499	43	86	10	29	3	0	0
SOUTH CAROLINA	3,668	459	67	26	52	15	16	3
SOUTH DAKOTA	857	110	5	7	20	14	0	0
TENNESSEE	4,949	167	47	11	43	14	12	0
TEXAS	31,952	318	48	18	146	28	5	0
UTAH	1,763	148	43	8	15	13	1	3
VERMONT	1,636	16	6	1	12	0	0	0
VIRGINIA	9,394	745	353	53	171	35	2	0
WASHINGTON	4,046	162	46	3	155	26	0	0
WEST VIRGINIA	1,217	167	3	0	15	10	0	0
WISCONSIN	5,965	88	221	3	193	3	0	0
WYOMING	1,276	14	63	0	35	5	0	0
AMERICAN SAMOA	22	2	1	0	0	0	0	0
GUAM	340	11	2	0	2	2	4	0
NORTHERN MARIANAS	74	7	0	0	3	3	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	274	9	10	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	451	153	4	9	2	7	0	1
U.S. AND OUTLYING AREAS	311,490	13,665	9,326	745	4,973	785	410	66
50 STATES, D.C. & P.R.	310,329	13,483	9,309	736	4,965	772	406	65

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SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1991-92 SCHOOL YEAR

	PHYSICAL THERAPISTS		TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	31	17	1,630	140	78	9	172	21
ALASKA	21	0	692	1	7	0	36	0
ARIZONA	26	9	2,368	24	53	0	117	4
ARKANSAS	25	15	940	31	18	1	168	2
CALIFORNIA	19	9	22,814	702	790	54	870	40
COLORADO	43	9	2,367	40	41	1	153	3
CONNECTICUT	78	3	2,599	21	106	0	284	7
DELAWARE	9	0	353	52	55	3	44	2
DISTRICT OF COLUMBIA	11	0	327	7	46	5	114	3
FLORIDA	149	26	6,639	516	151	6	353	23
GEORGIA	77	9	3,774	148	40	5	391	9
HAWAII	19	4	476	17	4	0	15	0
IDAHO	10	7	901	41	12	2	71	2
ILLINOIS	223	30	11,796	5	149	1	817	8
INDIANA	63	27	3,074	255	28	4	297	32
IOWA	31	9	2,340	25	16	0	158	8
KANSAS	46	13	3,310	1	36	1	49	0
KENTUCKY	32	21	1,759	174	40	2	144	15
LOUISIANA	67	27	4,820	72	453	54	210	8
MAINE	40	6	1,715	97	15	4	148	12
MARYLAND	110	11	2,834	35	131	3	315	2
MASSACHUSETTS	115	3	4,970	.	99	0	361	3
MICHIGAN	186	0	2,122	9	81	4	606	77
MINNESOTA	106	19	5,061	479	292	27	221	9
MISSISSIPPI	14	4	740	23	28	0	181	5
MISSOURI	47	0	3,478	12	28	3	273	6
MONTANA	11	5	893	127	11	4	34	12
NEBRASKA	9	4	1,448	1	0	0	52	2
NEVADA	11	5	576	18	26	1	43	11
NEW HAMPSHIRE	47	1	1,687	295	41	2	165	8
NEW JERSEY	252	18	7,017	174	388	46	980	45
NEW MEXICO	58	30	1,594	42	45	2	95	6
NEW YORK	227	0	12,485	0	599	0	3,347	0
NORTH CAROLINA	86	73	4,004	516	41	66	330	29
NORTH DAKOTA	13	.	691	33	9	.	66	4
OHIO	185	29	3,419	80	112	7	406	14
OKLAHOMA	94	10	1,326	34	29	0	141	6
OREGON	16	2	1,689	120	31	13	134	0
PENNSYLVANIA	127	21	5,620	115	112	3	781	48
PUERTO RICO	29	20	665	0	95	26	121	0
RHODE ISLAND	25	1	740	12	108	0	54	11
SOUTH CAROLINA	37	16	2,024	182	69	11	215	18
SOUTH DAKOTA	15	18	533	24	20	4	54	9
TENNESSEE	48	12	2,779	68	24	0	179	8
TEXAS	59	12	12,531	120	167	0	755	0
UTAH	12	12	1,300	60	9	7	71	9
VERMONT	8	0	1,328	7	8	0	61	0
VIRGINIA	127	26	4,283	300	237	7	362	21
WASHINGTON	73	26	2,623	51	0	2	188	0
WEST VIRGINIA	24	9	166	104	16	0	93	1
WISCONSIN	146	17	3,696	6	236	6	248	27
WYOMING	20	3	805	0	17	0	54	0
AMERICAN SAMOA	0	0	3	0	0	0	2	0
GUAM	1	3	179	1	2	0	0	0
NORTHERN MARIANAS	0	2	37	1	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	92	5	2	0	12	0
BUR. OF INDIAN AFFAIRS	2	13	264	29	5	5	36	6
U.S. AND OUTLYING AREAS	3,359	664	170,397	5,448	5,255	398	15,649	595
50 STATES, D.C. & P.R.	3,354	646	169,822	5,413	5,246	394	15,600	589

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DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER PROFESSIONAL STAFF		PSYCHOLOGISTS		OTHER DIAGNOSTIC STAFF		AUDIOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	207	10	72	16	92	15	8	0
ALASKA	20	2	72	1	21	0	4	0
ARIZONA	59	0	393	14	29	2	16	1
ARKANSAS	73	0	8	2	94	4	4	0
CALIFORNIA	2,695	128	2,256	122	249	14	51	3
COLORADO	219	4	366	2	4	0	31	1
CONNECTICUT	360	0	575	12	53	0	15	0
DELAWARE	72	3	70	5	39	1	2	1
DISTRICT OF COLUMBIA	111	7	100	10	20	3	4	0
FLORIDA	776	55	634	31	612	41	47	3
GEORGIA	259	11	456	25	118	6	19	3
HAWAII	296	2	10	0	144	3	3	0
IDAHO	55	11	95	19	7	4	10	2
ILLINOIS	993	11	1,457	56	37	0	48	0
INDIANA	1,482	52	341	35	19	10	14	3
IOWA	446	30	305	21	6	0	58	0
KANSAS	88	0	359	8	16	0	19	0
KENTUCKY	173	48	142	35	72	17	4	3
LOUISIANA	265	19	261	33	360	31	15	6
MAINE	.	.	82	10	58	4	11	0
MARYLAND	536	6	226	6	200	2	25	1
MASSACHUSETTS	1,385	2	526	6	.	.	.	.
MICHIGAN	359	7	815	70	.	.	20	1
MINNESOTA	333	1	437	21	134	0	26	3
MISSISSIPPI	88	2	47	6	70	6	9	0
MISSOURI	494	2	17	2	431	0	13	0
MONTANA	14	7	107	19	0	13	4	2
NEBRASKA	0	0	115	4	0	0	3	0
NEVADA	20	2	110	4	58	4	3	2
NEW HAMPSHIRE	258	31	120	7	71	1	1	0
NEW JERSEY	2,325	127	1,144	63	1,518	59	4[illegible]	0
NEW MEXICO	159	16	63	20	167	18	21	2
NEW YORK	4,244	0	2,522	0	0	0	21	0
NORTH CAROLINA	293	233	372	152	183	179	32	24
NORTH DAKOTA	53	3	27	8	4	.	3	.
OHIO	0	39	926	17	120	2	26	0
OKLAHOMA	632	16	86	4	65	6	4	1
OREGON	.	6	97	22	41	1	64	3
PENNSYLVANIA	582	23	726	22	50	0	25	3
PUERTO RICO	228	23	58	25	272	72	13	0
RHODE ISLAND	99	1	121	12	42	0	2	0
SOUTH CAROLINA	258	29	282	41	19	14	17	6
SOUTH DAKOTA	30	1	31	7	3	0	3	3
TENNESSEE	269	14	246	16	50	5	32	2
TEXAS	316	0	300	22	2,500	15	21	0
UTAH	43	2	153	20	9	2	22	2
VERMONT	26	5	35	1	5	0	2	0
VIRGINIA	643	77	573	50	77	6	127	1
WASHINGTON	90	0	497	28	0	5	0	2
WEST VIRGINIA	150	21	96	5	74	3	5	0
WISCONSIN	8	0	526	5	230	0	12	0
WYOMING	51	2	42	1	83	4	8	0
AMERICAN SAMOA	1	0	0	0	3	1	0	0
GUAM	61	0	10	0	23	5	1	0
NORTHERN MARIANAS	5	0	0	0	13	1	2	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	42	0	9	1	8	0	1	0
BUR. OF INDIAN AFFAIRS	27	10	11	12	23	13	1	15
U.S. AND OUTLYING AREAS	22,768	1,100	19,527	1,154	8,595	590	1,015	97
50 STATES, D.C. & P.R.	22,632	1,090	19,497	1,141	8,525	570	1,010	82

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SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1991-92 SCHOOL YEAR

	WORK STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS		SUPERVISORS/ ADMINISTRATORS (SEA)	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	13	4	111	7	139	9	0	0
ALASKA	13	1	19	0	11	1	1	0
ARIZONA	24	3	42	4	148	13	28	3
ARKANSAS	9	0	23	0	13	2	20	3
CALIFORNIA	54	6	232	25	303	28	48	.
COLORADO	54	2	13	1	1	0	5	0
CONNECTICUT	32	0	70	2	379	1	0	0
DELAWARE	12	1	42	1	47	1	3	0
DISTRICT OF COLUMBIA	15	1	38	1	37	2	14	0
FLORIDA	88	5	184	9	453	9	44	3
GEORGIA	27	2	133	4	203	9	24	1
HAWAII	19	0	33	1	330	0	8	0
IDAHO	13	3	25	5	21	9	5	0
ILLINOIS	.	0	200	1	802	5	73	0
INDIANA	27	17	67	21	130	21	0	0
IOWA	57	4	30	1	6	0	28	2
KANSAS	31	0	42	0	19	0	100	2
KENTUCKY	14	17	92	19	74	25	3	2
LOUISIANA	23	10	109	11	9	12	58	8
MAINE	7	3	15	4	29	6	15	4
MARYLAND	110	0	258	1	166	0	0	0
MASSACHUSETTS	.	.	66	0	13	0	.	.
MICHIGAN	55	0	0	0	.	.	5	5
MINNESOTA	157	9	153	22	.	2	22	0
MISSISSIPPI	6	1	72	4	58	4	31	7
MISSOURI	10	0	2	0	69	0	23	0
MONTANA	2	3	14	4	4	5	0	0
NEBRASKA	19	0	0	0	29	0	25	0
NEVADA	3	2	4	4	44	5	0	0
NEW HAMPSHIRE	14	4	67	4	162	7	11	2
NEW JERSEY	60	0	684	84	1,973	66	117	0
NEW MEXICO	9	9	25	8	21	10	15	3
NEW YORK	0	0	0	0	0	0	1	0
NORTH CAROLINA	60	110	22	56	270	74	39	5
NORTH DAKOTA	8	.	23	2	23	1	7	.
OHIO	223	2	143	10	0	10	0	0
OKLAHOMA	31	2	41	2	88	4	42	1
OREGON	4	7	39	7	68	35	23	3
PENNSYLVANIA	60	10	110	4	215	11	38	0
PUERTO RICO	0	0	161	0	4	0	21	0
RHODE ISLAND	13	0	21	0	81	1	14	0
SOUTH CAROLINA	14	7	97	28	63	15	9	0
SOUTH DAKOTA	5	0	17	7	50	11	8	0
TENNESSEE	15	4	34	3	51	6	23	4
TEXAS	52	72	194	28	412	3	54	0
UTAH	5	2	12	4	13	3	10	0
VERMONT	15	1	18	0	18	2	0	0
VIRGINIA	33	6	275	15	1,186	107	0	0
WASHINGTON	0	3	0	8	14	8	12	0
WEST VIRGINIA	18	1	47	9	17	0	18	2
WISCONSIN	8	0	263	1	137	13	40	0
WYOMING	0	0	0	0	86	0	8	0
AMERICAN SAMOA	0	0	2	1	0	0	1	0
GUAM	3	0	0	0	4	0	2	0
NORTHERN MARIANAS	0	0	0	0	0	0	3	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	0	1	1	77	1	6	0
BUR. OF INDIAN AFFAIRS	0	3	4	5	17	11	11	1
U.S. AND OUTLYING AREAS	1,545	334	4,389	436	8,585	564	1,116	60
50 STATES, D.C. & P.R.	1,538	331	4,382	429	8,487	552	1,092	59

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DURING THE 1991-92 SCHOOL YEAR

STATE	NON-PROFESSIONAL STAFF EMPLOYED	NON-PROFESSIONAL STAFF NEEDED
ALABAMA	326	23
ALASKA	47	0
ARIZONA	326	2
ARKANSAS	203	1
CALIFORNIA	1,085	37
COLORADO	251	2
CONNECTICUT	0	0
DELAWARE	16	0
DISTRICT OF COLUMBIA	118	4
FLORIDA	2,248	44
GEORGIA	835	36
HAWAII	66	0
IDAHO	55	3
ILLINOIS	2,947	0
INDIANA	0	0
IOWA	267	3
KANSAS	.	.
KENTUCKY	481	23
LOUISIANA	977	13
MAINE	184	21
MARYLAND	1,160	1
MASSACHUSETTS	.	.
MICHIGAN	.	.
MINNESOTA	387	167
MISSISSIPPI	215	8
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	9	0
NEW HAMPSHIRE	326	14
NEW JERSEY	852	28
NEW MEXICO	327	5
NEW YORK	0	0
NORTH CAROLINA	382	21
NORTH DAKOTA	.	.
OHIO	0	24
OKLAHOMA	153	4
OREGON	986	.
PENNSYLVANIA	1,085	25
PUERTO RICO	191	0
RHODE ISLAND	65	0
SOUTH CAROLINA	428	51
SOUTH DAKOTA	62	5
TENNESSEE	1,096	0
TEXAS	14,394	0
UTAH	48	1
VERMONT	94	0
VIRGINIA	946	42
WASHINGTON	348	0
WEST VIRGINIA	475	2
WISCONSIN	0	6
WYOMING	5	0
AMERICAN SAMOA	9	0
GUAM	46	0
NORTHERN MARIANAS	11	0
PALAU	.	.
VIRGIN ISLANDS	8	0
BUR. OF INDIAN AFFAIRS	42	15
U.S. AND OUTLYING AREAS	34,579	629
50 STATES, D.C. & P.R.	34,463	614

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	1,793	1,371	58	1,249	289	4,760
ALASKA	390	58	5	155	82	690
ARIZONA	1,545	134	62	1,017	334	3,092
ARKANSAS	1,528	215	37	571	186	2,537
CALIFORNIA	6,565	2,639	734	2,455	12,283	24,676
COLORADO	1,252	119	65	574	47	2,057
CONNECTICUT	1,620	72	45	1,286	77	3,100
DELAWARE	226	34	3	152	25	440
DISTRICT OF COLUMBIA	85	91	4	34	14	228
FLORIDA	3,607	1,897	3	2,483	516	8,506
GEORGIA	1,132	1,524	53	1,750	347	4,806
HAWAII	362	215	9	25	5	616
IDAHO	335	63	3	164	87	652
ILLINOIS	6,929	307	407	3,371	214	11,228
INDIANA	2,987	579	46	1,420	552	5,584
IOWA	1,936	73	29	1,271	347	3,656
KANSAS	1,058	10	31	502	457	2,058
KENTUCKY	1,626	257	49	1,042	206	3,180
LOUISIANA	730	1,004	60	1,427	804	4,025
MAINE	840	51	21	264	81	1,257
MARYLAND	1,352	250	78	977	0	2,657
MASSACHUSETTS	5,490	.	261	2,006	.	7,757
MICHIGAN	3,591	208	285	2,558	10,424	17,066
MINNESOTA	2,140	92	61	978	187	3,458
MISSISSIPPI	265	1,112	25	475	130	2,007
MISSOURI	2,305	1,441	64	1,804	712	6,326
MONTANA	178	16	10	118	13	335
NEBRASKA	1,042	27	29	453	24	1,575
NEVADA	237	183	35	175	25	655
NEW HAMPSHIRE	743	170	90	572	227	1,802
NEW JERSEY	6,633	.	97	2,114	634	9,478
NEW MEXICO	1,086	95	4	647	256	2,088
NEW YORK	4,462	2,395	33	649	230	7,769
NORTH CAROLINA	2,066	953	73	1,809	267	5,168
NORTH DAKOTA	298	13	9	65	28	413
OHIO	5,363	189	107	951	278	6,888
OKLAHOMA	2,193	45	11	648	480	3,377
OREGON	717	219	80	400	3,100	4,516
PENNSYLVANIA	5,694	.	230	1,268	4,317	11,509
PUERTO RICO	231	226	420	1,370	0	2,247
RHODE ISLAND	681	0	41	443	54	1,219
SOUTH CAROLINA	627	883	137	573	388	2,608
SOUTH DAKOTA	355	38	51	129	51	624
TENNESSEE	1,862	1,074	51	1,659	451	5,097
TEXAS	4,725	8,855	0	3,408	0	16,988
UTAH	894	237	44	256	91	1,522
VERMONT	333	12	13	118	9	485
VIRGINIA	2,212	750	54	781	445	4,242
WASHINGTON	1,841	177	39	1,229	1,365	4,651
WEST VIRGINIA	1,389	148	74	545	192	2,348
WISCONSIN	2,734	243	70	703	527	4,277
WYOMING	258	25	11	163	5	462
AMERICAN SAMOA	5	0	0	5	2	12
GUAM	32	0	0	79	14	125
NORTHERN MARIANAS	0	1	0	15	0	16
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	16	16	11	18	1	62
BUR. OF INDIAN AFFAIRS	146	33	15	116	81	391
U.S. AND OUTLYING AREAS	100,742	30,839	4,337	51,489	41,961	229,368
50 STATES, D.C. & P.R.	100,543	30,789	4,311	51,256	41,863	228,762

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	37.67	28.80	1.22	26.24	6.07
ALASKA	56.52	8.41	0.72	22.46	11.88
ARIZONA	49.97	4.33	2.01	32.89	10.80
ARKANSAS	60.23	8.47	1.46	22.51	7.33
CALIFORNIA	26.60	10.69	2.97	9.95	49.78
COLORADO	60.87	5.79	3.16	27.90	2.28
CONNECTICUT	52.26	2.32	1.45	41.48	2.48
DELAWARE	51.36	7.73	0.68	34.55	5.68
DISTRICT OF COLUMBIA	37.28	39.91	1.75	14.91	6.14
FLORIDA	42.41	22.30	0.04	29.19	6.07
GEORGIA	23.55	31.71	1.10	36.41	7.22
HAWAII	58.77	34.90	1.46	4.06	0.81
IDAHO	51.38	9.66	0.46	25.15	13.34
ILLINOIS	61.71	2.73	3.62	30.02	1.91
INDIANA	53.49	10.37	0.82	25.43	9.89
IOWA	52.95	2.00	0.79	34.76	9.49
KANSAS	51.41	0.49	1.51	24.39	22.21
KENTUCKY	51.13	8.08	1.54	32.77	6.48
LOUISIANA	18.14	24.94	1.49	35.45	19.98
MAINE	66.83	4.06	1.67	21.00	6.44
MARYLAND	50.88	9.41	2.94	36.77	0.00
MASSACHUSETTS	70.77	.	3.36	25.86	.
MICHIGAN	21.04	1.22	1.67	14.99	61.08
MINNESOTA	61.89	2.66	1.76	28.28	5.41
MISSISSIPPI	13.20	55.41	1.25	23.67	6.48
MISSOURI	36.44	22.78	1.01	28.52	11.26
MONTANA	53.13	4.78	2.99	35.22	3.88
NEBRASKA	66.16	1.71	1.84	28.76	1.52
NEVADA	36.18	27.94	5.34	26.72	3.82
NEW HAMPSHIRE	41.23	9.43	4.99	31.74	12.60
NEW JERSEY	69.98	.	1.02	22.30	6.69
NEW MEXICO	52.01	4.55	0.19	30.99	12.26
NEW YORK	57.43	30.83	0.42	8.35	2.96
NORTH CAROLINA	39.98	18.44	1.41	35.00	5.17
NORTH DAKOTA	72.15	3.15	2.18	15.74	6.78
OHIO	77.86	2.74	1.55	13.81	4.04
OKLAHOMA	64.94	1.33	0.33	19.19	14.21
OREGON	15.88	4.85	1.77	8.86	68.64
PENNSYLVANIA	49.47	.	2.00	11.02	37.51
PUERTO RICO	10.28	10.06	18.69	60.97	0.00
RHODE ISLAND	55.87	0.00	3.36	36.34	4.43
SOUTH CAROLINA	24.04	33.86	5.25	21.97	14.88
SOUTH DAKOTA	56.89	6.09	8.17	20.67	8.17
TENNESSEE	36.53	21.07	1.00	32.55	8.85
TEXAS	27.81	52.13	0.00	20.06	0.00
UTAH	58.74	15.57	2.89	16.82	5.98
VERMONT	68.66	2.47	2.68	24.33	1.86
VIRGINIA	52.15	17.68	1.27	18.41	10.49
WASHINGTON	39.58	3.81	0.84	26.42	29.35
WEST VIRGINIA	59.16	6.30	3.15	23.21	8.18
WISCONSIN	63.92	5.68	1.64	16.44	12.32
WYOMING	55.84	5.41	2.38	35.28	1.08
AMERICAN SAMOA	41.67	0.00	0.00	41.67	16.67
GUAM	25.60	0.00	0.00	63.20	11.20
NORTHERN MARIANAS	0.00	6.25	0.00	53.75	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	25.81	25.81	17.74	29.03	1.61
BUR. OF INDIAN AFFAIRS	37.34	8.44	3.84	29.67	20.72
U.S. AND OUTLYING AREAS	43.92	13.45	1.89	22.45	18.29
50 STATES, D.C. & P.R.	43.95	13.46	1.88	22.41	18.30

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19OCT93

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	1,251	199	3	566	118	2,137
ALASKA	315	29	2	114	51	511
ARIZONA	1,184	65	2	778	263	2,292
ARKANSAS	1,057	93	6	398	130	1,684
CALIFORNIA	5,182	1,764	54	1,874	8,744	17,618
COLORADO	777	24	27	333	25	1,186
CONNECTICUT	1,060	25	5	600	25	1,715
DELAWARE	183	12	0	106	21	322
DISTRICT OF COLUMBIA	71	25	1	28	10	135
FLORIDA	2,096	649	0	1,198	252	4,195
GEORGIA	676	265	7	585	107	1,640
HAWAII	289	100	1	17	2	409
IDAHO	256	27	0	122	73	478
ILLINOIS	4,360	30	8	1,559	78	6,035
INDIANA	1,882	100	2	797	284	3,065
IOWA	1,043	15	0	566	72	1,696
KANSAS	586	1	1	261	171	1,020
KENTUCKY	941	44	11	484	79	1,559
LOUISIANA	531	469	4	867	461	2,332
MAINE	506	6	2	100	21	635
MARYLAND	999	74	24	658	0	1,755
MASSACHUSETTS	3,223	.	155	1,174	.	4,552
MICHIGAN	2,403	85	13	1,353	5,010	8,864
MINNESOTA	1,182	16	4	377	66	1,645
MISSISSIPPI	246	784	0	383	115	1,528
MISSOURI	1,416	724	8	910	380	3,438
MONTANA	146	6	1	76	5	234
NEBRASKA	654	6	0	254	14	928
NEVADA	200	130	0	139	19	488
NEW HAMPSHIRE	567	85	37	331	132	1,152
NEW JERSEY	4,482	.	15	1,234	403	6,134
NEW MEXICO	608	34	1	372	152	1,167
NEW YORK	3,560	1,111	14	394	95	5,174
NORTH CAROLINA	1,326	208	12	921	120	2,587
NORTH DAKOTA	226	4	2	39	18	289
OHIO	2,797	34	2	359	92	3,284
OKLAHOMA	1,376	15	5	397	288	2,081
OREGON	488	83	3	296	1,881	2,751
PENNSYLVANIA	3,262	.	52	595	1,785	5,694
PUERTO RICO	106	63	77	511	0	757
RHODE ISLAND	512	0	1	308	31	852
SOUTH CAROLINA	423	274	17	272	175	1,161
SOUTH DAKOTA	274	23	1	79	29	406
TENNESSEE	1,488	458	19	1,185	235	3,385
TEXAS	3,483	5,654	0	2,203	0	11,340
UTAH	512	73	8	111	41	745
VERMONT	159	3	1	48	3	214
VIRGINIA	1,673	185	8	433	247	2,546
WASHINGTON	1,261	91	0	762	794	2,908
WEST VIRGINIA	692	74	37	272	96	1,171
WISCONSIN	1,541	53	2	231	156	1,983
WYOMING	196	9	0	109	1	315
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	26	0	0	67	10	103
NORTHERN MARIANAS	0	0	0	5	0	5
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1	5	7	0	0	13
BUR. OF INDIAN AFFAIRS	97	12	0	46	29	184
U.S. AND OUTLYING AREAS	65,851	14,318	662	28,257	23,409	132,497
50 STATES, D.C. & P.R.	65,727	14,301	655	28,139	23,370	132,192

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19OCT93

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	58.54	9.31	0.14	26.49	5.52
ALASKA	61.64	5.68	0.39	22.31	9.98
ARIZONA	51.66	2.84	0.09	33.94	11.47
ARKANSAS	62.77	5.52	0.36	23.63	7.72
CALIFORNIA	29.41	10.01	0.31	10.64	49.63
COLORADO	65.51	2.02	2.28	28.08	2.11
CONNECTICUT	61.81	1.46	0.29	34.99	1.46
DELAWARE	56.83	3.73	0.00	32.92	6.52
DISTRICT OF COLUMBIA	52.59	18.52	0.74	20.74	7.41
FLORIDA	49.96	15.47	0.00	28.56	6.01
GEORGIA	41.22	16.16	0.43	35.67	6.52
HAWAII	70.66	24.45	0.24	4.16	0.49
IDAHO	53.56	5.65	0.00	25.52	15.27
ILLINOIS	72.25	0.50	0.13	25.83	1.29
INDIANA	61.40	3.26	0.07	26.00	9.27
IOWA	61.50	0.88	0.00	33.37	4.25
KANSAS	57.45	0.10	0.10	25.59	16.76
KENTUCKY	60.36	2.82	0.71	31.05	5.07
LOUISIANA	22.77	20.11	0.17	37.18	19.77
MAINE	79.69	0.94	0.31	15.75	3.31
MARYLAND	56.92	4.22	1.37	37.49	0.00
MASSACHUSETTS	70.80	.	3.41	25.79	.
MICHIGAN	27.11	0.96	0.15	15.26	56.52
MINNESOTA	71.85	0.97	0.24	22.92	4.01
MISSISSIPPI	16.10	51.31	0.00	25.07	7.53
MISSOURI	41.19	21.06	0.23	26.47	11.05
MONTANA	62.39	2.56	0.43	32.48	2.14
NEBRASKA	70.47	0.65	0.00	27.37	1.51
NEVADA	40.98	26.64	0.00	28.48	3.89
NEW HAMPSHIRE	49.22	7.38	3.21	28.73	11.46
NEW JERSEY	73.07	.	0.24	20.12	6.57
NEW MEXICO	52.10	2.91	0.09	31.88	13.02
NEW YORK	68.81	21.47	0.27	7.61	1.84
NORTH CAROLINA	51.26	8.04	0.46	35.60	4.64
NORTH DAKOTA	78.20	1.38	0.69	13.49	6.23
OHIO	85.17	1.04	0.06	10.93	2.80
OKLAHOMA	66.12	0.72	0.24	19.08	13.84
OREGON	17.74	3.02	0.11	10.76	68.38
PENNSYLVANIA	57.29	.	0.91	10.45	31.35
PUERTO RICO	14.00	8.32	10.17	67.50	0.00
RHODE ISLAND	60.09	0.00	0.12	36.15	3.64
SOUTH CAROLINA	36.43	23.60	1.46	23.43	15.07
SOUTH DAKOTA	67.49	5.67	0.25	19.46	7.14
TENNESSEE	43.96	13.53	0.56	35.01	6.94
TEXAS	30.71	49.86	0.00	19.43	0.00
UTAH	68.72	9.80	1.07	14.90	5.50
VERMONT	74.30	1.40	0.47	22.43	1.40
VIRGINIA	65.71	7.27	0.31	17.01	9.70
WASHINGTON	43.36	3.13	0.00	26.20	27.30
WEST VIRGINIA	59.09	6.32	3.16	23.23	8.20
WISCONSIN	77.71	2.67	0.10	11.65	7.87
WYOMING	62.22	2.86	0.00	34.60	0.32
AMERICAN SAMOA	.	.	.	.	.
GUAM	25.24	0.00	0.00	65.05	9.71
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	7.69	38.46	53.85	0.00	0.00
BUR. OF INDIAN AFFAIRS	52.72	6.52	0.00	25.00	15.76
U.S. AND OUTLYING AREAS	49.70	10.81	0.50	21.33	17.67
50 STATES, D.C. & P.R.	49.72	10.82	0.50	21.29	17.68

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19OCT93

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	14	17	3	5	2	41
ALASKA	8	8	0	8	2	26
ARIZONA	43	13	5	8	3	72
ARKANSAS	10	7	2	5	0	24
CALIFORNIA	305	71	9	144	735	1,264
COLORADO	33	0	0	6	0	39
CONNECTICUT	35	2	0	53	1	91
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	200	4	0	97	13	314
GEORGIA	31	38	0	15	6	90
HAWAII	13	0	0	0	0	13
IDAHO	3	1	0	3	1	8
ILLINOIS	146	1	2	31	1	181
INDIANA	72	11	1	15	59	158
IOWA	7	3	0	3	5	18
KANSAS	11	0	0	4	6	21
KENTUCKY	13	4	0	6	2	25
LOUISIANA	43	40	0	102	125	310
MAINE	34	0	0	10	2	46
MARYLAND	86	17	1	97	0	201
MASSACHUSETTS	979	.	46	357	.	1,382
MICHIGAN	67	25	0	19	583	694
MINNESOTA	126	1	0	25	7	159
MISSISSIPPI	4	18	0	5	2	29
MISSOURI	38	172	0	102	40	352
MONTANA	2	0	0	0	0	2
NEBRASKA	26	0	1	13	0	40
NEVADA	2	3	0	0	0	5
NEW HAMPSHIRE	45	4	2	28	16	95
NEW JERSEY	122	.	0	14	2	138
NEW MEXICO	224	4	0	103	26	357
NEW YORK	60	19	0	3	0	82
NORTH CAROLINA	45	3	0	21	8	77
NORTH DAKOTA	10	0	0	1	2	13
OHIO	139	8	1	34	13	195
OKLAHOMA	17	0	0	11	3	31
OREGON	31	9	1	7	285	333
PENNSYLVANIA	53		7	5	167	232
PUERTO RICO	2	5	1	28	0	36
RHODE ISLAND	5	0	0	2	2	9
SOUTH CAROLINA	11	5	0	2	0	18
SOUTH DAKOTA	4	1	0	2	0	7
TENNESSEE	66	21	0	46	30	163
TEXAS	153	46	0	151	0	350
UTAH	22	1	0	1	7	31
VERMONT	25	1	0	5	1	32
VIRGINIA	22	2	1	4	11	40
WASHINGTON	14	3	0	6	21	44
WEST VIRGINIA	39	0	0	3	3	45
WISCONSIN	67	2	0	3	9	81
WYOMING	9	1	0	7	0	17
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	3	3
NORTHERN MARIANAS	0	1	0	2	0	3
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	26	4	4	11	26	71
U.S. AND OUTLYING AREAS	3,562	596	87	1,633	2,230	8,108
50 STATES, D.C. & P.R.	3,536	591	83	1,620	2,201	8,031

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19OCT93

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510

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	34.15	41.46	7.32	12.20	4.88
ALASKA	30.77	30.77	0.00	30.77	7.69
ARIZONA	59.72	18.06	6.94	11.11	4.17
ARKANSAS	41.67	29.17	8.33	20.83	0.00
CALIFORNIA	24.13	5.62	0.71	11.39	58.15
COLORADO	84.62	0.00	0.00	15.38	0.00
CONNECTICUT	38.46	2.20	0.00	58.24	1.10
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	63.69	1.27	0.00	30.89	4.14
GEORGIA	34.44	42.22	0.00	16.67	6.67
HAWAII	100.00	0.00	0.00	0.00	0.00
IDAHO	37.50	12.50	0.00	37.50	12.50
ILLINOIS	80.66	0.55	1.10	17.13	0.55
INDIANA	45.57	6.96	0.63	9.49	37.34
IOWA	38.89	16.67	0.00	16.67	27.78
KANSAS	52.38	0.00	0.00	19.05	28.57
KENTUCKY	52.00	16.00	0.00	24.00	8.00
LOUISIANA	13.87	12.90	0.00	32.90	40.32
MAINE	73.91	0.00	0.00	21.74	4.35
MARYLAND	42.79	8.46	0.50	48.26	0.00
MASSACHUSETTS	70.84	.	3.33	25.83	.
MICHIGAN	9.65	3.60	0.00	2.74	84.01
MINNESOTA	79.25	0.63	0.00	15.72	4.40
MISSISSIPPI	13.79	62.07	0.00	17.24	6.90
MISSOURI	10.80	48.86	0.00	28.98	11.36
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	65.00	0.00	2.50	32.50	0.00
NEVADA	40.00	60.00	0.00	0.00	0.00
NEW HAMPSHIRE	47.37	4.21	2.11	29.47	16.84
NEW JERSEY	88.41	.	0.00	10.14	1.45
NEW MEXICO	62.75	1.12	0.00	28.85	7.28
NEW YORK	73.17	23.17	0.00	3.66	0.00
NORTH CAROLINA	58.44	3.90	0.00	27.27	10.39
NORTH DAKOTA	76.92	0.00	0.00	7.69	15.38
OHIO	71.28	4.10	0.51	17.44	6.67
OKLAHOMA	54.84	0.00	0.00	35.48	9.68
OREGON	9.31	2.70	0.30	2.10	85.59
PENNSYLVANIA	22.84	.	3.02	2.16	71.98
PUERTO RICO	5.56	13.89	2.78	77.78	0.00
RHODE ISLAND	55.56	0.00	0.00	22.22	22.22
SOUTH CAROLINA	61.11	27.78	0.00	11.11	0.00
SOUTH DAKOTA	57.14	14.29	0.00	28.57	0.00
TENNESSEE	40.49	12.88	0.00	28.22	18.40
TEXAS	43.71	13.14	0.00	43.14	0.00
UTAH	70.97	3.23	0.00	3.23	22.58
VERMONT	78.13	3.13	0.00	15.63	3.13
VIRGINIA	55.00	5.00	2.50	10.00	27.50
WASHINGTON	31.82	6.82	0.00	13.64	47.73
WEST VIRGINIA	86.67	0.00	0.00	6.67	6.67
WISCONSIN	82.72	2.47	0.00	3.70	11.11
WYOMING	52.94	5.88	0.00	41.18	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	0.00	33.33	0.00	66.67	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	36.62	5.63	5.63	15.49	36.62
U.S. AND OUTLYING AREAS	43.93	7.35	1.07	20.14	27.50
50 STATES, D.C. & P.R.	44.03	7.36	1.03	20.17	27.41

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	369	1,075	25	548	139	2,156
ALASKA	17	12	3	2	1	35
ARIZONA	159	39	33	63	29	323
ARKANSAS	402	107	27	151	51	738
CALIFORNIA	223	397	448	110	500	1,678
COLORADO	106	46	22	16	1	191
CONNECTICUT	91	27	22	45	4	189
DELAWARE	11	19	0	9	1	40
DISTRICT OF COLUMBIA	5	57	0	3	0	65
FLORIDA	362	921	2	311	45	1,641
GEORGIA	100	1,004	44	465	93	1,706
HAWAII	10	78	5	1	0	94
IDAHO	50	30	2	29	4	115
ILLINOIS	1,039	184	270	373	12	1,878
INDIANA	712	377	37	346	97	1,569
IOWA	555	21	13	193	22	804
KANSAS	226	0	10	39	35	310
KENTUCKY	562	177	37	401	83	1,260
LOUISIANA	45	352	51	188	77	713
MAINE	111	25	7	21	5	169
MARYLAND	44	99	25	41	0	209
MASSACHUSETTS	528	.	25	191	.	744
MICHIGAN	445	46	194	242	935	1,862
MINNESOTA	380	63	53	56	13	565
MISSISSIPPI	2	265	21	76	11	375
MISSOURI	504	428	38	348	90	1,408
MONTANA	17	8	9	11	4	49
NEBRASKA	195	17	19	58	3	292
NEVADA	7	29	25	9	0	70
NEW HAMPSHIRE	20	29	20	20	13	102
NEW JERSEY	363	.	50	46	45	504
NEW MEXICO	87	28	1	16	14	146
NEW YORK	26	686	14	54	38	818
NORTH CAROLINA	303	653	43	408	59	1,466
NORTH DAKOTA	47	4	3	6	2	62
OHIO	1,783	64	8	407	106	2,368
OKLAHOMA	590	21	2	167	129	909
OREGON	76	95	55	32	299	557
PENNSYLVANIA	1,629	.	117	300	674	2,720
PUERTO RICO	62	136	250	689	0	1,137
RHODE ISLAND	61	0	29	14	2	106
SOUTH CAROLINA	102	516	107	179	125	1,029
SOUTH DAKOTA	46	5	32	22	5	110
TENNESSEE	84	464	21	263	59	891
TEXAS	10	1,419	0	98	0	1,527
UTAH	92	80	12	20	8	212
VERMONT	83	3	7	15	1	109
VIRGINIA	222	481	35	150	71	959
WASHINGTON	240	56	21	108	110	535
WEST VIRGINIA	507	59	31	180	31	808
WISCONSIN	328	70	25	57	48	528
WYOMING	13	7	7	5	0	32
AMERICAN SAMOA	5	0	0	5	0	10
GUAM	4	0	0	7	0	11
NORTHERN MARIANAS	0	0	0	3	0	3
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	13	11	2	18	1	45
BUR. OF INDIAN AFFAIRS	15	7	0	15	4	41
U.S. AND OUTLYING AREAS	14,088	10,797	2,359	7,650	4,099	38,993
50 STATES, D.C. & P.R.	14,051	10,779	2,357	7,602	4,094	38,883

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	17.12	49.86	1.16	25.42	6.45
ALASKA	48.57	34.29	8.57	5.71	2.86
ARIZONA	49.23	12.07	10.22	19.50	8.98
ARKANSAS	54.47	14.50	3.66	20.46	6.91
CALIFORNIA	13.29	23.66	26.70	6.56	29.80
COLORADO	55.50	24.08	11.52	8.38	0.52
CONNECTICUT	48.15	14.29	11.64	23.81	2.12
DELAWARE	27.50	47.50	0.00	22.50	2.50
DISTRICT OF COLUMBIA	7.69	87.69	0.00	4.62	0.00
FLORIDA	22.06	56.12	0.12	18.95	2.74
GEORGIA	5.86	58.85	2.58	27.26	5.45
HAWAII	10.64	82.98	5.32	1.06	0.00
IDAHO	43.48	26.09	1.74	25.22	3.48
ILLINOIS	55.32	9.80	14.38	19.86	0.64
INDIANA	45.38	24.03	2.36	22.05	6.18
IOWA	69.03	2.61	1.62	24.00	2.74
KANSAS	72.90	0.00	3.23	12.58	11.29
KENTUCKY	44.60	14.05	2.94	31.83	6.59
LOUISIANA	6.31	49.37	7.15	26.37	10.80
MAINE	65.68	14.79	4.14	12.43	2.96
MARYLAND	21.05	47.37	11.96	19.62	0.00
MASSACHUSETTS	70.97	.	3.36	25.67	.
MICHIGAN	23.90	2.47	10.42	13.00	50.21
MINNESOTA	67.26	11.15	9.38	9.91	2.30
MISSISSIPPI	0.53	70.67	5.60	20.27	2.93
MISSOURI	35.80	30.40	2.70	24.72	6.39
MONTANA	34.69	16.33	18.37	22.45	8.16
NEBRASKA	66.78	5.82	6.51	19.86	1.03
NEVADA	10.00	41.43	35.71	12.86	0.00
NEW HAMPSHIRE	19.61	28.43	19.61	19.61	12.75
NEW JERSEY	72.02	.	9.92	9.13	8.93
NEW MEXICO	59.59	19.18	0.68	10.96	9.59
NEW YORK	3.18	83.86	1.71	6.60	4.65
NORTH CAROLINA	20.67	44.54	2.93	27.83	4.02
NORTH DAKOTA	75.81	6.45	4.84	9.68	3.23
OHIO	75.30	2.70	0.34	17.19	4.48
OKLAHOMA	64.91	2.31	0.22	18.37	14.19
OREGON	13.64	17.06	9.87	5.75	53.68
PENNSYLVANIA	59.89	.	4.30	11.03	24.78
PUERTO RICO	5.45	11.96	21.99	60.60	0.00
RHODE ISLAND	57.55	0.00	27.36	13.21	1.89
SOUTH CAROLINA	9.91	50.15	10.40	17.40	12.15
SOUTH DAKOTA	41.82	4.55	29.09	20.00	4.55
TENNESSEE	9.43	52.08	2.36	29.52	6.62
TEXAS	0.65	92.93	0.00	6.42	0.00
UTAH	43.40	37.74	5.66	9.43	3.77
VERMONT	76.15	2.75	6.42	13.76	0.92
VIRGINIA	23.15	50.16	3.65	15.64	7.40
WASHINGTON	44.86	10.47	3.93	20.19	20.56
WEST VIRGINIA	62.75	7.30	3.84	22.28	3.84
WISCONSIN	62.12	13.26	4.73	10.80	9.09
WYOMING	40.63	21.88	21.88	15.63	0.00
AMERICAN SAMOA	50.00	0.00	0.00	50.00	0.00
GUAM	36.36	0.00	0.00	63.64	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	28.89	24.44	4.44	40.00	2.22
BUR. OF INDIAN AFFAIRS	36.59	17.07	0.00	36.59	9.76
U.S. AND OUTLYING AREAS	36.13	27.69	6.05	19.62	10.51
50 STATES, D.C. & P.R.	36.14	27.72	6.06	19.55	10.53

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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19OCT93

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	74	31	0	112	26	243
ALASKA	20	6	0	29	26	81
ARIZONA	65	2	0	150	31	248
ARKANSAS	2	3	0	5	1	11
CALIFORNIA	241	101	20	199	1,612	2,173
COLORADO	212	15	1	188	20	436
CONNECTICUT	378	13	5	534	43	973
DELAWARE	30	0	0	36	3	69
DISTRICT OF COLUMBIA	8	2	0	3	4	17
FLORIDA	329	180	0	720	134	1,363
GEORGIA	241	140	1	634	132	1,148
HAWAII	21	9	0	7	2	39
IDAHO	4	5	0	2	9	20
ILLINOIS	1,101	81	96	1,336	114	2,728
INDIANA	166	16	3	236	91	512
IOWA	233	32	5	482	229	981
KANSAS	120	9	5	151	223	508
KENTUCKY	57	4	1	128	33	223
LOUISIANA	23	42	1	215	93	374
MAINE	119	4	5	123	52	303
MARYLAND	105	20	4	133	0	262
MASSACHUSETTS	446	.	21	162	.	629
MICHIGAN	423	18	26	882	3,404	4,753
MINNESOTA	333	9	3	500	94	939
MISSISSIPPI	0	6	0	6	1	13
MISSOURI	158	48	6	412	198	822
MONTANA	7	0	0	31	3	41
NEBRASKA	93	3	0	108	0	204
NEVADA	17	11	0	22	6	56
NEW HAMPSHIRE	82	32	18	180	54	366
NEW JERSEY	1,115	.	7	697	174	1,993
NEW MEXICO	94	7	0	137	56	294
NEW YORK	552	255	0	182	54	1,043
NORTH CAROLINA	180	40	7	390	60	677
NORTH DAKOTA	7	3	2	19	4	35
OHIO	160	5	0	95	45	305
OKLAHOMA	59	0	3	60	49	171
OREGON	28	14	2	49	388	481
PENNSYLVANIA	553	.	50	351	1,572	2,526
PUERTO RICO	5	3	11	35	0	54
RHODE ISLAND	52	0	7	113	17	189
SOUTH CAROLINA	37	40	8	104	77	266
SOUTH DAKOTA	13	2	2	20	15	52
TENNESSEE	42	17	0	101	56	216
TEXAS	546	822	0	748	0	2,116
UTAH	240	47	3	119	31	440
VERMONT	42	2	0	47	3	94
VIRGINIA	196	53	5	179	102	535
WASHINGTON	56	9	1	235	341	642
WEST VIRGINIA	83	7	4	83	52	229
WISCONSIN	365	36	3	332	240	976
WYOMING	19	4	0	38	3	64
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	3	0	3
NORTHERN MARIANAS	0	0	0	1	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	2
BUR. OF INDIAN AFFAIRS	5	9	0	30	18	62
U.S. AND OUTLYING AREAS	9,557	2,217	338	11,894	9,995	34,001
50 STATES, D.C. & P.R.	9,552	2,208	336	11,860	9,977	33,933

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19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	30.45	12.76	0.00	46.09	10.70
ALASKA	24.69	7.41	0.00	35.80	32.10
ARIZONA	26.21	0.81	0.00	60.48	12.50
ARKANSAS	18.18	27.27	0.00	45.45	9.09
CALIFORNIA	11.09	4.65	0.92	9.16	74.18
COLORADO	48.62	3.44	0.23	43.12	4.59
CONNECTICUT	38.85	1.34	0.51	54.88	4.42
DELAWARE	43.48	0.00	0.00	52.17	4.35
DISTRICT OF COLUMBIA	47.06	11.76	0.00	17.65	23.53
FLORIDA	24.14	13.21	0.00	52.82	9.83
GEORGIA	20.99	12.20	0.09	55.23	11.50
HAWAII	53.85	23.08	0.00	17.95	5.13
IDAHO	20.00	25.00	0.00	10.00	45.00
ILLINOIS	40.36	2.97	3.52	48.97	4.18
INDIANA	32.42	3.13	0.59	46.09	17.77
IOWA	23.75	3.26	0.51	49.13	23.34
KANSAS	23.62	1.77	0.98	29.72	43.90
KENTUCKY	25.56	1.79	0.45	57.40	14.80
LOUISIANA	6.15	11.23	0.27	57.49	24.87
MAINE	39.27	1.32	1.65	40.59	17.16
MARYLAND	40.08	7.63	1.53	50.76	0.00
MASSACHUSETTS	70.91	.	3.34	25.76	.
MICHIGAN	8.90	0.38	0.55	18.56	71.62
MINNESOTA	35.46	0.96	0.32	53.25	10.01
MISSISSIPPI	0.00	46.15	0.00	46.15	7.69
MISSOURI	19.22	5.84	0.73	50.12	24.09
MONTANA	17.07	0.00	0.00	75.61	7.32
NEBRASKA	45.59	1.47	0.00	52.94	0.00
NEVADA	30.36	19.64	0.00	39.29	10.71
NEW HAMPSHIRE	22.40	8.74	4.92	49.18	14.75
NEW JERSEY	55.95	.	0.35	34.97	8.73
NEW MEXICO	31.97	2.38	0.00	46.60	19.05
NEW YORK	52.92	24.45	0.00	17.45	5.18
NORTH CAROLINA	26.59	5.91	1.03	57.61	8.86
NORTH DAKOTA	20.00	8.57	5.71	54.29	11.43
OHIO	52.46	1.64	0.00	31.15	14.75
OKLAHOMA	34.50	0.00	1.75	35.09	28.65
OREGON	5.82	2.91	0.42	10.19	80.67
PENNSYLVANIA	21.89	.	1.98	13.90	62.23
PUERTO RICO	9.26	5.56	20.37	64.81	0.00
RHODE ISLAND	27.51	0.00	3.70	59.79	8.99
SOUTH CAROLINA	13.91	15.04	3.01	39.10	28.95
SOUTH DAKOTA	25.00	3.85	3.85	38.46	28.85
TENNESSEE	19.44	7.87	0.00	46.76	25.93
TEXAS	25.80	38.85	0.00	35.35	0.00
UTAH	54.55	10.68	0.68	27.05	7.05
VERMONT	44.68	2.13	0.00	50.00	3.19
VIRGINIA	36.64	9.91	0.93	33.46	19.07
WASHINGTON	8.72	1.40	0.16	36.60	53.12
WEST VIRGINIA	36.24	3.06	1.75	36.24	22.71
WISCONSIN	37.40	3.69	0.31	34.02	24.59
WYOMING	29.69	6.25	0.00	59.38	4.69
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	8.06	14.52	0.00	48.39	29.03
U.S. AND OUTLYING AREAS	28.11	6.52	0.99	34.98	29.40
50 STATES, D.C. & P.R.	28.15	6.51	0.99	34.95	29.40

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19OCT93

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	4	28	22	1	0	55
ALASKA	15	2	0	2	0	19
ARIZONA	38	11	18	4	2	73
ARKANSAS	16	3	2	1	2	24
CALIFORNIA	34	63	57	10	93	257
COLORADO	61	24	14	20	1	120
CONNECTICUT	10	1	12	13	1	37
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	1
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	2	18	1	0	0	21
IDAHO	2	0	1	0	0	3
ILLINOIS	0	0	0	0	0	0
INDIANA	28	43	3	4	10	88
IOWA	16	2	9	1	1	29
KANSAS	54	0	14	42	16	126
KENTUCKY	6	20	0	8	3	37
LOUISIANA	1	16	1	7	4	29
MAINE	27	11	7	6	1	52
MARYLAND	23	33	21	38	0	115
MASSACHUSETTS	108	.	5	40	.	153
MICHIGAN	8	3	29	4	108	152
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	5	2	1	0	8
MISSOURI	8	8	8	6	0	30
MONTANA	0	1	0	0	1	2
NEBRASKA	5	0	9	0	3	17
NEVADA	0	4	9	1	0	14
NEW HAMPSHIRE	0	4	7	2	1	14
NEW JERSEY	297	.	18	91	8	414
NEW MEXICO	10	17	2	5	2	36
NEW YORK	28	188	3	6	34	259
NORTH CAROLINA	24	13	5	4	1	47
NORTH DAKOTA	0	0	0	0	0	0
OHIO	181	70	89	20	6	366
OKLAHOMA	76	7	0	5	6	94
OREGON	.	.	.	.	.	.
PENNSYLVANIA	6	.	0	0	15	21
PUERTO RICO	2	1	46	25	0	74
RHODE ISLAND	0	0	1	0	0	1
SOUTH CAROLINA	0	10	3	1	0	14
SOUTH DAKOTA	6	1	10	3	0	20
TENNESSEE	1	37	7	11	4	60
TEXAS	5	207	0	48	0	260
UTAH	3	27	20	2	2	54
VERMONT	2	3	5	0	1	11
VIRGINIA	12	10	4	2	5	33
WASHINGTON	67	10	14	18	18	127
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	371	75	39	76	64	625
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	2	0	4
NORTHERN MARIANAS	0	0	0	2	0	2
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	11	14	3	30
U.S. AND OUTLYING AREAS	1,560	977	529	546	416	4,028
50 STATES, D.C. & P.R.	1,557	976	518	528	413	3,992

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	7.27	50.91	40.00	1.82	0.00
ALASKA	78.95	10.53	0.00	10.53	0.00
ARIZONA	52.05	15.07	24.66	5.48	2.74
ARKANSAS	66.67	12.50	8.33	4.17	8.33
CALIFORNIA	13.23	24.51	22.18	3.89	36.19
COLORADO	50.83	20.00	11.67	16.67	0.83
CONNECTICUT	27.03	2.70	32.43	35.14	2.70
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	9.52	85.71	4.76	0.00	0.00
IDAHO	66.67	0.00	33.33	0.00	0.00
ILLINOIS	.	.	.	.	.
INDIANA	31.82	48.86	3.41	4.55	11.36
IOWA	55.17	6.90	31.03	3.45	3.45
KANSAS	42.86	0.00	11.11	33.33	12.70
KENTUCKY	16.22	54.05	0.00	21.62	8.11
LOUISIANA	3.45	55.17	3.45	24.14	13.79
MAINE	51.92	21.15	13.46	11.54	1.92
MARYLAND	20.00	28.70	18.26	33.04	0.00
MASSACHUSETTS	70.59	.	3.27	26.14	.
MICHIGAN	5.26	1.97	19.08	2.63	71.05
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	62.50	25.00	12.50	0.00
MISSOURI	26.67	26.67	26.67	20.00	0.00
MONTANA	0.00	50.00	0.00	0.00	50.00
NEBRASKA	29.41	0.00	52.94	0.00	17.65
NEVADA	0.00	28.57	64.29	7.14	0.00
NEW HAMPSHIRE	0.00	28.57	50.00	14.29	7.14
NEW JERSEY	71.74	.	4.35	21.98	1.93
NEW MEXICO	27.78	47.22	5.56	13.89	5.56
NEW YORK	10.81	72.59	1.16	2.32	13.13
NORTH CAROLINA	51.06	27.66	10.64	8.51	2.13
NORTH DAKOTA	.	.	.	.	.
OHIO	49.45	19.13	24.32	5.46	1.64
OKLAHOMA	80.85	7.45	0.00	5.32	6.38
OREGON	.	.	.	.	.
PENNSYLVANIA	28.57	.	0.00	0.00	71.43
PUERTO RICO	2.70	1.35	62.16	33.78	0.00
RHODE ISLAND	0.00	0.00	100.00	0.00	0.00
SOUTH CAROLINA	0.00	71.43	21.43	7.14	0.00
SOUTH DAKOTA	30.00	5.00	50.00	15.00	0.00
TENNESSEE	1.67	61.67	11.67	18.33	6.67
TEXAS	1.92	79.62	0.00	18.46	0.00
UTAH	5.56	50.00	37.04	3.70	3.70
VERMONT	18.18	27.27	45.45	0.00	9.09
VIRGINIA	36.36	30.30	12.12	6.06	15.15
WASHINGTON	52.76	7.87	11.02	14.17	14.17
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	59.36	12.00	6.24	12.16	10.24
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	50.00	0.00	0.00	50.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	3.33	3.33	36.67	46.67	10.00
U.S. AND OUTLYING AREAS	38.73	24.26	13.13	13.56	10.33
50 STATES, D.C. & P.R.	39.00	24.45	12.98	13.23	10.35

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXOGNP2A)
19OCT93

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	22	5	0	6	1	34
ALASKA	4	0	0	0	0	4
ARIZONA	22	2	1	8	2	35
ARKANSAS	18	1	0	8	0	27
CALIFORNIA	215	75	27	47	117	481
COLORADO	24	2	0	7	0	33
CONNECTICUT	14	1	0	5	1	21
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	2	0	0	0	3
FLORIDA	55	60	0	11	1	127
GEORGIA	34	47	0	30	7	118
HAWAII	14	4	0	0	1	19
IDAHO	8	0	0	0	0	8
ILLINOIS	98	2	3	21	3	127
INDIANA	70	7	0	13	8	98
IOWA	43	0	0	17	17	77
KANSAS	29	0	0	2	5	36
KENTUCKY	11	0	0	5	0	16
LOUISIANA	24	27	0	10	7	68
MAINE	10	0	0	1	0	11
MARYLAND	56	1	0	4	0	61
MASSACHUSETTS	56	.	2	24	.	82
MICHIGAN	75	18	1	15	87	196
MINNESOTA	36	1	0	5	0	42
MISSISSIPPI	1	10	0	1	1	13
MISSOURI	62	12	2	4	2	82
MONTANA	1	0	0	0	0	1
NEBRASKA	30	0	0	8	0	38
NEVADA	0	3	0	0	0	3
NEW HAMPSHIRE	4	5	3	1	1	14
NEW JERSEY	92	.	4	10	0	106
NEW MEXICO	11	1	0	5	4	21
NEW YORK	95	61	2	6	1	165
NORTH CAROLINA	52	4	0	28	8	92
NORTH DAKOTA	2	0	0	0	1	3
OHIO	110	3	4	13	6	136
OKLAHOMA	31	1	1	3	3	39
OREGON	39	4	1	4	30	78
PENNSYLVANIA	101	.	1	9	54	165
PUERTO RICO	12	11	13	25	0	61
RHODE ISLAND	13	0	0	2	0	15
SOUTH CAROLINA	27	17	1	5	5	55
SOUTH DAKOTA	7	2	0	2	1	12
TENNESSEE	38	41	0	15	2	96
TEXAS	65	148	0	32	0	245
UTAH	7	1	0	1	0	9
VERMONT	11	0	0	1	0	12
VIRGINIA	42	7	0	5	2	56
WASHINGTON	57	1	2	23	17	100
WEST VIRGINIA	25	0	1	1	2	29
WISCONSIN	16	0	0	0	3	19
WYOMING	8	0	0	0	0	8
AMERICAN SAMOA	0	0	0	0	2	2
GUAM	0	0	0	0	1	1
NORTHERN MARIANAS	0	0	0	1	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	1
U.S. AND OUTLYING AREAS	1,900	587	69	444	403	3,403
50 STATES, D.C. & P.R.	1,898	587	69	443	400	3,397

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19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	64.71	14.71	0.00	17.65	2.94
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	62.86	5.71	2.86	22.86	5.71
ARKANSAS	66.67	3.70	0.00	29.63	0.00
CALIFORNIA	44.70	15.59	5.61	9.77	24.32
COLORADO	72.73	6.06	0.00	21.21	0.00
CONNECTICUT	66.67	4.76	0.00	23.81	4.76
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	33.33	66.67	0.00	0.00	0.00
FLORIDA	43.31	47.24	0.00	8.66	0.79
GEORGIA	28.81	39.83	0.00	25.42	5.93
HAWAII	73.68	21.05	0.00	0.00	5.26
IDAHO	100.00	0.00	0.00	0.00	0.00
ILLINOIS	77.17	1.57	2.36	16.54	2.36
INDIANA	71.43	7.14	0.00	13.27	8.16
IOWA	55.84	0.00	0.00	22.08	22.08
KANSAS	80.56	0.00	0.00	5.56	13.89
KENTUCKY	68.75	0.00	0.00	31.25	0.00
LOUISIANA	35.29	39.71	0.00	14.71	10.29
MAINE	90.91	0.00	0.00	9.09	0.00
MARYLAND	91.80	1.64	0.00	6.56	0.00
MASSACHUSETTS	68.29	.	2.44	29.27	.
MICHIGAN	38.27	9.18	0.51	7.65	44.39
MINNESOTA	85.71	2.38	0.00	11.90	0.00
MISSISSIPPI	7.69	76.92	0.00	7.69	7.69
MISSOURI	75.61	14.63	2.44	4.88	2.44
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	78.95	0.00	0.00	21.05	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	28.57	35.71	21.43	7.14	7.14
NEW JERSEY	86.79	.	3.77	9.43	0.00
NEW MEXICO	52.38	4.76	0.00	23.81	19.05
NEW YORK	57.58	36.97	1.21	3.64	0.61
NORTH CAROLINA	56.52	4.35	0.00	30.43	8.70
NORTH DAKOTA	66.67	0.00	0.00	0.00	33.33
OHIO	80.88	2.21	2.94	9.56	4.41
OKLAHOMA	79.49	2.56	2.56	7.69	7.69
OREGON	50.00	5.13	1.28	5.13	38.46
PENNSYLVANIA	61.21	.	0.61	5.45	32.73
PUERTO RICO	19.67	18.03	21.31	40.98	0.00
RHODE ISLAND	86.67	0.00	0.00	13.33	0.00
SOUTH CAROLINA	49.09	30.91	1.82	9.09	9.09
SOUTH DAKOTA	58.33	16.67	0.00	16.67	8.33
TENNESSEE	39.58	42.71	0.00	15.63	2.08
TEXAS	26.53	60.41	0.00	13.06	0.00
UTAH	77.78	11.11	0.00	11.11	0.00
VERMONT	91.67	0.00	0.00	8.33	0.00
VIRGINIA	75.00	12.50	0.00	8.93	3.57
WASHINGTON	57.00	1.00	2.00	23.00	17.00
WEST VIRGINIA	86.21	0.00	3.45	3.45	6.90
WISCONSIN	84.21	0.00	0.00	0.00	15.79
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	100.00
GUAM	0.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	55.83	17.25	2.03	13.05	11.84
50 STATES, D.C. & P.R.	55.87	17.28	2.03	13.04	11.78

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19OCT93

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	13	2	1	2	1	19
ALASKA	2	0	0	0	1	3
ARIZONA	10	0	2	0	2	14
ARKANSAS	4	0	0	0	0	4
CALIFORNIA	119	67	59	20	156	421
COLORADO	26	2	0	3	0	31
CONNECTICUT	6	1	0	1	0	8
DELAWARE	2	3	0	1	0	6
DISTRICT OF COLUMBIA	0	3	0	0	0	3
FLORIDA	110	56	0	17	4	187
GEORGIA	12	19	1	6	2	40
HAWAII	3	3	0	0	0	6
IDAHO	3	0	0	1	0	4
ILLINOIS	86	5	24	17	3	135
INDIANA	24	2	0	5	1	32
IOWA	30	0	0	9	1	40
KANSAS	13	0	1	0	0	14
KENTUCKY	12	6	0	3	3	24
LOUISIANA	18	23	0	9	9	59
MAINE	6	1	0	0	0	7
MARYLAND	8	1	0	0	0	9
MASSACHUSETTS	38	.	2	15	.	55
MICHIGAN	135	11	11	41	213	411
MINNESOTA	45	1	0	5	4	55
MISSISSIPPI	8	23	1	3	0	35
MISSOURI	26	26	0	2	0	54
MONTANA	2	0	0	0	0	2
NEBRASKA	7	1	0	3	0	11
NEVADA	0	1	0	0	0	1
NEW HAMPSHIRE	4	0	1	0	0	5
NEW JERSEY	43	.	0	2	2	47
NEW MEXICO	31	1	0	6	1	39
NEW YORK	35	23	0	0	3	61
NORTH CAROLINA	19	5	2	8	3	37
NORTH DAKOTA	3	1	0	0	0	4
OHIO	153	5	2	18	5	183
OKLAHOMA	7	0	0	1	0	8
OREGON	19	5	2	4	108	138
PENNSYLVANIA	30	.	2	1	12	45
PUERTO RICO	11	2	5	8	0	26
RHODE ISLAND	8	0	2	0	0	10
SOUTH CAROLINA	12	12	1	7	4	36
SOUTH DAKOTA	1	1	1	0	0	3
TENNESSEE	35	12	0	5	7	59
TEXAS	116	104	0	23	0	243
UTAH	11	4	0	1	1	17
VERMONT	6	0	0	1	0	7
VIRGINIA	11	2	0	1	0	14
WASHINGTON	19	0	0	2	6	27
WEST VIRGINIA	22	2	0	1	0	25
WISCONSIN	13	1	1	0	3	18
WYOMING	2	2	2	0	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	1	1
U.S. AND OUTLYING AREAS	1,379	439	123	252	556	2,749
50 STATES, D.C. & P.R.	1,379	439	123	252	555	2,748

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

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19OCT93

520

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	68.42	10.53	5.26	10.53	5.26
ALASKA	66.67	0.00	0.00	0.00	33.33
ARIZONA	71.43	0.00	14.29	0.00	14.29
ARKANSAS	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	28.27	15.91	14.01	4.75	37.05
COLORADO	83.87	6.45	0.00	9.68	0.00
CONNECTICUT	75.00	12.50	0.00	12.50	0.00
DELAWARE	33.33	50.00	0.00	16.67	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	58.82	29.95	0.00	9.09	2.14
GEORGIA	30.00	47.50	2.50	15.00	5.00
HAWAII	50.00	50.00	0.00	0.00	0.00
IDAHO	75.00	0.00	0.00	25.00	0.00
ILLINOIS	63.70	3.70	17.78	12.59	2.22
INDIANA	75.00	6.25	0.00	15.63	3.13
IOWA	75.00	0.00	0.00	22.50	2.50
KANSAS	92.86	0.00	7.14	0.00	0.00
KENTUCKY	50.00	25.00	0.00	12.50	12.50
LOUISIANA	30.51	38.98	0.00	15.25	15.25
MAINE	85.71	14.29	0.00	0.00	0.00
MARYLAND	88.89	11.11	0.00	0.00	0.00
MASSACHUSETTS	69.09	.	3.64	27.27	.
MICHIGAN	32.85	2.68	2.68	9.98	51.82
MINNESOTA	81.82	1.82	0.00	9.09	7.27
MISSISSIPPI	22.86	65.71	2.86	8.57	0.00
MISSOURI	48.15	48.15	0.00	3.70	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	63.64	9.09	0.00	27.27	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	80.00	0.00	20.00	0.00	0.00
NEW JERSEY	91.49	.	0.00	4.26	4.26
NEW MEXICO	79.49	2.56	0.00	15.38	2.56
NEW YORK	57.38	37.70	0.00	0.00	4.92
NORTH CAROLINA	51.35	13.51	5.41	21.62	8.11
NORTH DAKOTA	75.00	25.00	0.00	0.00	0.00
OHIO	83.61	2.73	1.09	9.84	2.73
OKLAHOMA	87.50	0.00	0.00	12.50	0.00
OREGON	13.77	3.62	1.45	2.90	78.26
PENNSYLVANIA	66.67	.	4.44	2.22	26.67
PUERTO RICO	42.31	7.69	19.23	30.77	0.00
RHODE ISLAND	80.00	0.00	20.00	0.00	0.00
SOUTH CAROLINA	33.33	33.33	2.78	19.44	11.11
SOUTH DAKOTA	33.33	33.33	33.33	0.00	0.00
TENNESSEE	59.32	20.34	0.00	8.47	11.86
TEXAS	47.74	42.80	0.00	9.47	0.00
UTAH	64.71	23.53	0.00	5.88	5.88
VERMONT	85.71	0.00	0.00	14.29	0.00
VIRGINIA	78.57	14.29	0.00	7.14	0.00
WASHINGTON	70.37	0.00	0.00	7.41	22.22
WEST VIRGINIA	88.00	8.00	0.00	4.00	0.00
WISCONSIN	72.22	5.56	5.56	0.00	16.67
WYOMING	33.33	33.33	33.33	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	100.00
U.S. AND OUTLYING AREAS	50.16	15.97	4.47	9.17	20.23
50 STATES, D.C. & P.R.	50.18	15.98	4.48	9.17	20.20

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19OCT93

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	20	8	4	4	2	38
ALASKA	8	1	0	0	1	10
ARIZONA	14	1	0	4	1	20
ARKANSAS	6	0	0	1	2	9
CALIFORNIA	150	66	35	44	260	555
COLORADO	.	.	.	.	.	.
CONNECTICUT	15	1	0	30	2	48
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0	2
FLORIDA	410	9	1	125	64	609
GEORGIA	16	7	0	12	0	35
HAWAII	7	1	1	0	0	9
IDAHO	8	0	0	6	0	14
ILLINOIS	53	3	2	27	2	87
INDIANA	9	6	0	1	1	17
IOWA	0	0	0	0	0	0
KANSAS	8	0	0	3	1	12
KENTUCKY	15	2	0	5	1	23
LOUISIANA	24	19	1	20	26	90
MAINE	14	4	0	2	0	20
MARYLAND	17	4	3	5	0	29
MASSACHUSETTS	47	.	2	18	.	67
MICHIGAN	.	.	.	.	.	.
MINNESOTA	22	1	0	5	2	30
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	34	4	0	10	0	48
MONTANA	2	0	0	0	0	2
NEBRASKA	23	0	0	6	4	33
NEVADA	6	1	1	4	0	12
NEW HAMPSHIRE	16	9	1	8	8	42
NEW JERSEY	82	.	0	20	0	102
NEW MEXICO	4	1	0	2	1	8
NEW YORK	69	23	0	2	1	95
NORTH CAROLINA	75	12	1	25	7	120
NORTH DAKOTA	2	1	1	0	1	5
OHIO	.	.	.	.	.	.
OKLAHOMA	10	0	0	1	2	13
OREGON	22	5	0	6	81	114
PENNSYLVANIA	0	.	0	0	1	1
PUERTO RICO	13	2	7	24	0	46
RHODE ISLAND	22	0	1	4	2	29
SOUTH CAROLINA	0	2	0	3	1	6
SOUTH DAKOTA	2	0	0	1	1	4
TENNESSEE	73	9	2	21	52	157
TEXAS	291	390	0	74	0	755
UTAH	5	3	1	0	1	10
VERMONT	4	0	0	1	0	5
VIRGINIA	15	6	1	5	0	27
WASHINGTON	111	7	1	69	51	239
WEST VIRGINIA	2	0	0	1	0	3
WISCONSIN	16	2	0	3	4	25
WYOMING	9	2	1	4	1	17
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,771	614	67	606	584	3,642
50 STATES, D.C. & P.R.	1,771	614	67	606	584	3,642

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	52.63	21.05	10.53	10.53	5.26
ALASKA	80.00	10.00	0.00	0.00	10.00
ARIZONA	70.00	5.00	0.00	20.00	5.00
ARKANSAS	66.67	0.00	0.00	11.11	22.22
CALIFORNIA	27.03	11.89	6.31	7.93	46.85
COLORADO	.	.	.	.	.
CONNECTICUT	31.25	2.08	0.00	62.50	4.17
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	67.32	1.48	0.16	20.53	10.51
GEORGIA	45.71	20.00	0.00	34.29	0.00
HAWAII	77.78	11.11	11.11	0.00	0.00
IDAHO	57.14	0.00	0.00	42.86	0.00
ILLINOIS	60.92	3.45	2.30	31.03	2.30
INDIANA	52.94	35.29	0.00	5.88	5.88
IOWA	.	.	.	.	.
KANSAS	66.67	0.00	0.00	25.00	8.33
KENTUCKY	65.22	8.70	0.00	21.74	4.35
LOUISIANA	26.67	21.11	1.11	22.22	28.89
MAINE	70.00	20.00	0.00	10.00	0.00
MARYLAND	58.62	13.79	10.34	17.24	0.00
MASSACHUSETTS	70.15	.	2.99	26.87	.
MICHIGAN	.	.	.	.	.
MINNESOTA	73.33	3.33	0.00	16.67	6.67
MISSISSIPPI	.	.	.	.	.
MISSOURI	70.83	8.33	0.00	20.83	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	69.70	0.00	0.00	18.18	12.12
NEVADA	50.00	8.33	8.33	33.33	0.00
NEW HAMPSHIRE	38.10	21.43	2.38	19.05	19.05
NEW JERSEY	80.39	.	0.00	19.61	0.00
NEW MEXICO	50.00	12.50	0.00	25.00	12.50
NEW YORK	72.63	24.21	0.00	2.11	1.05
NORTH CAROLINA	62.50	10.00	0.83	20.83	5.83
NORTH DAKOTA	40.00	20.00	20.00	0.00	20.00
OHIO	.	.	.	.	.
OKLAHOMA	76.92	0.00	0.00	7.69	15.38
OREGON	19.30	4.39	0.00	5.26	71.05
PENNSYLVANIA	0.00	.	0.00	0.00	100.00
PUERTO RICO	28.26	4.35	15.22	52.17	0.00
RHODE ISLAND	75.86	0.00	3.45	13.79	6.90
SOUTH CAROLINA	0.00	33.33	0.00	50.00	16.67
SOUTH DAKOTA	50.00	0.00	0.00	25.00	25.00
TENNESSEE	46.50	5.73	1.27	13.38	33.12
TEXAS	38.54	51.66	0.00	9.80	0.00
UTAH	50.00	30.00	10.00	0.00	10.00
VERMONT	80.00	0.00	0.00	20.00	0.00
VIRGINIA	55.56	22.22	3.70	18.52	0.00
WASHINGTON	46.44	2.93	0.42	28.87	21.34
WEST VIRGINIA	66.67	0.00	0.00	33.33	0.00
WISCONSIN	64.00	8.00	0.00	12.00	16.00
WYOMING	52.94	11.76	5.88	23.53	5.88
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	48.63	16.86	1.84	16.64	16.04
50 STATES, D.C. & P.R.	48.63	16.86	1.84	16.64	16.04

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CNTL/EXXXNP2A1
19OCT93

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	19	3	0	4	0	26
ALASKA	1	0	0	0	0	1
ARIZONA	10	1	1	2	1	15
ARKANSAS	11	0	0	2	0	13
CALIFORNIA	95	33	15	7	62	212
COLORADO	12	1	1	1	0	15
CONNECTICUT	7	1	1	4	0	13
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	34	4	0	4	2	44
GEORGIA	22	4	0	3	0	29
HAWAII	3	1	0	0	0	4
IDAHO	1	0	0	1	0	2
ILLINOIS	45	0	2	7	1	55
INDIANA	24	17	0	3	1	45
IOWA	9	0	2	0	0	11
KANSAS	11	0	0	0	0	11
KENTUCKY	9	0	0	2	2	13
LOUISIANA	18	6	0	6	2	32
MAINE	7	0	0	1	0	8
MARYLAND	14	1	0	1	0	16
MASSACHUSETTS	24	.	1	8	.	33
MICHIGAN	31	0	0	2	33	66
MINNESOTA	13	0	0	5	1	19
MISSISSIPPI	4	1	1	0	0	6
MISSOURI	19	4	0	6	0	29
MONTANA	1	1	0	0	0	2
NEBRASKA	9	0	0	3	0	12
NEVADA	4	1	0	0	0	5
NEW HAMPSHIRE	5	2	1	2	2	12
NEW JERSEY	12	.	0	0	0	12
NEW MEXICO	17	0	0	1	0	18
NEW YORK	31	5	0	1	1	38
NORTH CAROLINA	31	2	0	2	1	36
NORTH DAKOTA	1	0	1	0	0	2
OHIO	39	0	1	5	5	50
OKLAHOMA	25	1	0	3	0	29
OREGON	11	2	16	1	15	45
PENNSYLVANIA	51	.	0	6	28	85
PUERTO RICO	18	2	9	20	0	49
RHODE ISLAND	8	0	0	0	0	8
SOUTH CAROLINA	15	3	0	0	1	19
SOUTH DAKOTA	2	2	1	0	0	5
TENNESSEE	32	10	1	12	4	59
TEXAS	56	54	0	31	0	141
UTAH	2	1	0	0	0	3
VERMONT	1	0	0	0	0	1
VIRGINIA	18	2	0	1	0	21
WASHINGTON	15	0	0	6	7	28
WEST VIRGINIA	12	3	1	1	8	25
WISCONSIN	17	4	0	1	0	22
WYOMING	2	0	0	0	0	2
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	1	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	879	172	55	166	177	1,449
50 STATES, D.C. & P.R.	878	172	55	165	177	1,447

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	73.08	11.54	0.00	15.38	0.00
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	66.67	6.67	6.67	13.33	6.67
ARKANSAS	84.62	0.00	0.00	15.38	0.00
CALIFORNIA	44.81	15.57	7.08	3.30	29.25
COLORADO	80.00	6.67	6.67	6.67	0.00
CONNECTICUT	53.85	7.69	7.69	30.77	0.00
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	77.27	9.09	0.00	9.09	4.55
GEORGIA	75.86	13.79	0.00	10.34	0.00
HAWAII	75.00	25.00	0.00	0.00	0.00
IDAHO	50.00	0.00	0.00	50.00	0.00
ILLINOIS	81.82	0.00	3.64	12.73	1.82
INDIANA	53.33	37.78	0.00	6.67	2.22
IOWA	81.82	0.00	18.18	0.00	0.00
KANSAS	100.00	0.00	0.00	0.00	0.00
KENTUCKY	69.23	0.00	0.00	15.38	15.38
LOUISIANA	56.25	18.75	0.00	18.75	6.25
MAINE	87.50	0.00	0.00	12.50	0.00
MARYLAND	87.50	6.25	0.00	6.25	0.00
MASSACHUSETTS	72.73	.	3.03	24.24	.
MICHIGAN	46.97	0.00	0.00	3.03	50.00
MINNESOTA	68.42	0.00	0.00	26.32	5.26
MISSISSIPPI	66.67	16.67	16.67	0.00	0.00
MISSOURI	65.52	13.79	0.00	20.69	0.00
MONTANA	50.00	50.00	0.00	0.00	0.00
NEBRASKA	75.00	0.00	0.00	25.00	0.00
NEVADA	80.00	20.00	0.00	0.00	0.00
NEW HAMPSHIRE	41.67	16.67	8.33	16.67	16.67
NEW JERSEY	100.00	.	0.00	0.00	0.00
NEW MEXICO	94.44	0.00	0.00	5.56	0.00
NEW YORK	81.58	13.16	0.00	2.63	2.63
NORTH CAROLINA	86.11	5.56	0.00	5.56	2.78
NORTH DAKOTA	50.00	0.00	50.00	0.00	0.00
OHIO	78.00	0.00	2.00	10.00	10.00
OKLAHOMA	86.21	3.45	0.00	10.34	0.00
OREGON	24.44	4.44	35.56	2.22	33.33
PENNSYLVANIA	60.00	.	0.00	7.06	32.94
PUERTO RICO	36.73	4.08	18.37	40.82	0.00
RHODE ISLAND	100.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	78.95	15.79	0.00	0.00	5.26
SOUTH DAKOTA	40.00	40.00	20.00	0.00	0.00
TENNESSEE	54.24	16.95	1.69	20.34	6.78
TEXAS	39.72	38.30	0.00	21.99	0.00
UTAH	66.67	33.33	0.00	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00
VIRGINIA	85.71	9.52	0.00	4.76	0.00
WASHINGTON	53.57	0.00	0.00	21.43	25.00
WEST VIRGINIA	48.00	12.00	4.00	4.00	32.00
WISCONSIN	77.27	18.18	0.00	4.55	0.00
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	60.66	11.87	3.80	11.46	12.22
50 STATES, D.C. & P.R.	60.68	11.89	3.80	11.40	12.23

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

BEST COPY AVAILABLE

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.
ARKANSAS	1	0	0	0	0	1
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	3	0	0	3
DISTRICT OF COLUMBIA	0	0	2	0	0	2
FLORIDA	11	13	0	0	1	25
GEORGIA	.	.	.	.	.	.
HAWAII	0	0	1	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.
LOUISIANA	3	10	2	3	0	18
MAINE	3	0	0	0	0	3
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	30	.	1	12	.	43
MICHIGAN	4	2	11	0	51	68
MINNESOTA	2	0	1	0	0	3
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	2	0	0	0	0	2
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	3	.	3	0	0	6
NEW MEXICO	0	0	0	0	0	0
NEW YORK	4	24	0	1	2	31
NORTH CAROLINA	11	12	3	2	0	28
NORTH DAKOTA	0	0	0	0	0	0
OHIO	.	.	.	.	.	.
OKLAHOMA	0	0	0	0	0	0
OREGON	3	2	0	1	12	18
PENNSYLVANIA	3	.	0	0	4	7
PUERTO RICO	0	1	1	5	0	7
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	4	0	0	0	4
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	0	3	1	0	2	6
TEXAS	0	0	0	0	0	0
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	1	1	0	1	6	9
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	1	3	0	2	0	6
WISCONSIN	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	82	75	29	27	78	291
50 STATES, D.C. & P.R.	82	75	29	27	78	291

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXH92A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	.	.	.	.	.
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	.	.	.	.	.
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	.	.
DELAWARE	0.00	0.00	100.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	44.00	52.00	0.00	0.00	4.00
GEORGIA	.	.	.	.	.
HAWAII	0.00	0.00	100.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	.	.	.	.	.
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	.
LOUISIANA	16.67	55.56	11.11	16.67	0.00
MAINE	100.00	0.00	0.00	0.00	0.00
MARYLAND	.	.	.	.	.
MASSACHUSETTS	69.77	.	2.33	27.91	.
MICHIGAN	5.88	2.94	16.18	0.00	75.00
MINNESOTA	66.67	0.00	33.33	0.00	0.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	100.00	0.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	50.00	.	50.00	0.00	0.00
NEW MEXICO	.	.	.	.	.
NEW YORK	12.90	77.42	0.00	3.23	6.45
NORTH CAROLINA	39.29	42.86	10.71	7.14	0.00
NORTH DAKOTA	.	.	.	.	.
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	16.67	11.11	0.00	5.56	66.67
PENNSYLVANIA	42.86	.	0.00	0.00	57.14
PUERTO RICO	0.00	14.29	14.29	71.43	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	100.00	0.00	0.00	0.00
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	50.00	16.67	0.00	33.33
TEXAS	.	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	.	.	.	.	.
VIRGINIA	11.11	11.11	0.00	11.11	66.67
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	16.67	50.00	0.00	33.33	0.00
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	28.18	25.77	9.97	9.28	26.80
50 STATES, D.C. & P.R.	28.18	25.77	9.97	9.28	26.80

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	3	1	0	0	0	4
ALASKA	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	1	2	10	0	4	17
COLORADO	1	5	0	0	0	6
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	1	0	0	0	1
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	0	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	1	1	0	0	0	2
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	1	.	0	1	.	2
MICHIGAN	.	.	.	.	.	.
MINNESOTA	1	0	0	0	0	1
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	34	15	2	4	2	57
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	1	0	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	22	.	0	0	0	22
NEW MEXICO	0	2	0	0	0	2
NEW YORK	2	0	0	0	1	3
NORTH CAROLINA	0	1	0	0	0	1
NORTH DAKOTA	0	0	0	0	0	0
OHIO	1	0	0	0	0	1
OKLAHOMA	2	0	0	0	0	2
OREGON	0	0	0	0	1	1
PENNSYLVANIA	0	.	0	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	1	2	0	0	3
TENNESSEE	0	1	0	0	0	1
TEXAS	0	11	0	0	0	11
UTAH	0	0	0	1	0	1
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0
WASHINGTON	1	0	0	0	0	1
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	72	42	15	6	8	143
50 STATES, D.C. & P.R.	72	42	15	6	8	143

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	75.00	25.00	0.00	0.00	0.00
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	.	.	.	.	.
CALIFORNIA	5.88	11.76	58.82	0.00	23.53
COLORADO	16.67	83.33	0.00	0.00	0.00
CONNECTICUT	.	.	.	.	.
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.00	100.00	0.00	0.00	0.00
GEORGIA	.	.	.	.	.
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	50.00	50.00	0.00	0.00	0.00
INDIANA	.	.	.	.	.
IOWA	.	.	.	.	.
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	.	.	.	.	.
MASSACHUSETTS	50.00	.	0.00	50.00	.
MICHIGAN	.	.	.	.	.
MINNESOTA	100.00	0.00	0.00	0.00	0.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	59.65	26.32	3.51	7.02	3.51
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	100.00	.	0.00	0.00	0.00
NEW MEXICO	0.00	100.00	0.00	0.00	0.00
NEW YORK	66.67	0.00	0.00	0.00	33.33
NORTH CAROLINA	0.00	100.00	0.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	.
OHIO	100.00	0.00	0.00	0.00	0.00
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	0.00	0.00	100.00
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.
SOUTH DAKOTA	0.00	33.33	66.67	0.00	0.00
TENNESSEE	0.00	100.00	0.00	0.00	0.00
TEXAS	0.00	100.00	0.00	0.00	0.00
UTAH	0.00	0.00	0.00	100.00	0.00
VERMONT	.	.	.	.	.
VIRGINIA	.	.	.	.	.
WASHINGTON	100.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	.	.	.	.	.
WYOMING	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	50.35	29.37	10.49	4.20	5.59
50 STATES, D.C. & P.R.	50.35	29.37	10.49	4.20	5.59

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

BEST COPY AVAILABLE

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN	TOTAL EXITING THE SYSTEM
ALABAMA	4	2	0	1	0	7
ALASKA	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.
ARKANSAS	1	1	0	0	0	2
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	4	0	0	1	0	5
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	3	0	0	0	0	3
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	10	.	1	4	.	15
MICHIGAN	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	4	0	0	0	0	4
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	0	0	0	0	0	0
OHIO	.	.	.	.	.	.
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	6	.	1	1	5	13
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	0	2	0	0	2
TENNESSEE	3	1	0	0	0	4
TEXAS	0	0	0	0	0	0
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	1	0	0	1	2
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	5	0	0	1	0	6
WISCONSIN	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	1
U.S. AND OUTLYING AREAS	41	5	4	8	6	64
50 STATES, D.C. & P.R.	40	5	4	8	6	63

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1991-92 SCHOOL YEAR

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	STATUS UNKNOWN
ALABAMA	57.14	28.57	0.00	14.29	0.00
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	50.00	50.00	0.00	0.00	0.00
CALIFORNIA	.	.	.	.	.
COLORADO	.	.	.	.	.
CONNECTICUT	80.00	0.00	0.00	20.00	0.00
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	.	.	.	.	.
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	.	.	.	.	.
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	100.00	0.00	0.00	0.00	0.00
MARYLAND	.	.	.	.	.
MASSACHUSETTS	66.67	.	6.67	26.67	.
MICHIGAN	.	.	.	.	.
MINNESOTA	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.
MISSOURI	100.00	0.00	0.00	0.00	0.00
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	.	.	.	.	.
NEW MEXICO	.	.	.	.	.
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	.	.	.	.	.
PENNSYLVANIA	46.15	.	7.69	7.69	38.46
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	100.00	0.00	0.00
TENNESSEE	75.00	25.00	0.00	0.00	0.00
TEXAS	.	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	.	.	.	.	.
VIRGINIA	0.00	50.00	0.00	0.00	50.00
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	83.33	0.00	0.00	16.67	0.00
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	64.06	7.81	6.25	12.50	9.38
50 STATES, D.C. & P.R.	63.49	7.94	6.35	12.70	9.52

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT93

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	138	1.21	223	1.96	8	0.07	3,460	30.34	7,574	66.42	11,403	100.0
15	171	1.32	158	1.22	16	0.12	4,768	36.86	7,821	60.47	12,934	100.0
16	505	2.45	217	1.05	44	0.21	11,479	55.63	8,389	40.66	20,634	100.0
17	14,356	39.15	1,929	5.26	70	0.19	12,678	34.58	7,632	20.82	36,665	100.0
18	45,063	65.23	7,263	10.51	115	0.17	11,060	16.01	5,580	8.08	69,081	100.0
19	29,325	65.05	7,593	16.84	68	0.15	5,461	12.11	2,632	5.84	45,079	100.0
20	7,444	41.06	7,190	39.66	588	3.24	1,777	9.80	1,132	6.24	18,131	100.0
21	2,816	25.62	5,107	46.47	1,866	16.98	649	5.90	553	5.03	10,991	100.0
21+	924	20.76	1,159	26.04	1,562	35.10	157	3.53	648	14.56	4,450	100.0
14-21+	100,742	43.92	30,839	13.45	4,337	1.89	51,489	22.45	41,961	18.29	229,368	100.0

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	73	1.07	83	1.22	5	0.07	2,258	33.24	4,374	64.39	6,793	100.0
15	101	1.40	55	0.76	5	0.07	2,683	37.12	4,384	60.65	7,228	100.0
16	263	2.40	96	0.87	11	0.10	5,930	54.04	4,673	42.59	10,973	100.0
17	9,763	44.44	1,000	4.55	26	0.12	6,896	31.39	4,285	19.50	21,970	100.0
18	31,219	70.33	3,703	8.34	48	0.11	6,222	14.02	3,199	7.21	44,391	100.0
19	19,540	70.98	3,354	12.18	30	0.11	3,069	11.15	1,537	5.58	27,530	100.0
20	3,903	42.11	3,883	41.89	47	0.51	909	9.81	527	5.69	9,269	100.0
21	784	21.33	2,077	56.52	380	10.34	252	6.86	182	4.95	3,675	100.0
21+	205	30.69	67	10.03	110	16.47	38	5.69	248	37.13	668	100.0
14-21+	65,851	49.70	14,318	10.81	662	0.50	28,257	21.33	23,409	17.67	132,497	100.0

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	10	1.00	105	10.48	1	0.10	160	15.97	726	72.46	1,002	100.0
15	14	1.89	59	7.95	0	0.00	172	23.18	497	66.98	742	100.0
16	32	3.74	57	6.66	0	0.00	388	45.33	379	44.28	856	100.0
17	541	42.77	53	4.19	0	0.00	398	31.46	273	21.58	1,265	100.0
18	1,702	73.84	138	5.99	6	0.26	269	11.67	190	8.24	2,305	100.0
19	914	71.18	105	8.18	1	0.08	168	13.08	96	7.48	1,284	100.0
20	227	61.19	62	16.71	3	0.81	47	12.67	32	8.63	371	100.0
21	102	44.74	12	5.26	59	25.88	29	12.72	26	11.40	228	100.0
21+	20	36.36	5	9.09	17	30.91	2	3.64	11	20.00	55	100.0
14-21+	3,562	43.93	596	7.35	87	1.07	1,633	20.14	2,230	27.50	8,108	100.0

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT93

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1991-92 SCHOOL YEAR

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	20	2.65	16	2.12	0	0.00	228	30.16	492	65.08	756	100.0
15	21	1.91	13	1.18	3	0.27	458	41.56	607	55.08	1,102	100.0
16	51	2.28	19	0.85	17	0.76	1,495	66.74	658	29.37	2,240	100.0
17	861	22.52	543	14.20	19	0.50	1,735	45.37	666	17.42	3,824	100.0
18	4,791	49.93	2,390	24.91	26	0.27	1,801	18.77	587	6.12	9,595	100.0
19	4,751	51.43	2,935	31.77	19	0.21	1,127	12.20	405	4.38	9,237	100.0
20	1,880	37.41	2,094	41.66	323	6.43	469	9.33	260	5.17	5,026	100.0
21	1,261	27.21	1,924	41.51	1,003	21.64	259	5.59	188	4.06	4,635	100.0
21+	452	17.53	863	33.48	949	36.81	78	3.03	236	9.15	2,578	100.0
14-21+	14,088	36.13	10,797	27.69	2,359	6.05	7,650	19.62	4,099	10.51	38,993	100.0

SERIOUS EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	21	0.91	13	0.57	2	0.09	645	28.09	1,615	70.34	2,296	100.0
15	29	0.88	26	0.79	7	0.21	1,275	38.81	1,948	59.30	3,285	100.0
16	103	1.80	32	0.56	16	0.28	3,275	57.31	2,289	40.05	5,715	100.0
17	1,993	26.56	236	3.14	25	0.33	3,181	42.39	2,069	27.57	7,504	100.0
18	4,230	49.43	608	7.11	27	0.32	2,341	27.36	1,351	15.79	8,557	100.0
19	2,324	56.18	510	12.33	14	0.34	866	20.93	423	10.22	4,137	100.0
20	663	44.29	333	22.24	95	6.35	241	16.10	165	11.02	1,497	100.0
21	165	19.86	442	53.19	107	12.88	53	6.38	64	7.70	831	100.0
21+	29	16.20	17	9.50	45	25.14	17	9.50	71	39.66	179	100.0
14-21+	9,557	28.11	2,217	6.52	338	0.99	11,894	34.98	9,995	29.40	34,001	100.0

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	1	0.85	1	0.85	0	0.00	58	49.15	58	49.15	118	100.0
15	2	2.00	0	0.00	1	1.00	45	45.00	52	52.00	100	100.0
16	15	9.15	5	3.05	0	0.00	91	55.49	53	32.32	164	100.0
17	196	51.72	20	5.28	0	0.00	112	29.55	51	13.46	379	100.0
18	443	64.96	84	12.32	5	0.73	110	16.13	40	5.87	682	100.0
19	266	53.85	137	27.73	3	0.61	63	12.75	25	5.06	494	100.0
20	240	33.20	312	43.15	75	10.37	37	5.12	59	8.16	723	100.0
21	266	32.01	288	34.66	214	25.75	22	2.65	41	4.93	831	100.0
21+	131	24.39	130	24.21	231	43.02	8	1.49	37	6.89	537	100.0
14-21+	1,560	38.73	977	24.26	529	13.13	546	13.56	416	10.33	4,028	100.0

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT93

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TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1991-92 SCHOOL YEAR

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2	3.70	2	3.70	0	0.00	22	40.74	28	51.85	54	100.0
15	1	2.08	0	0.00	0	0.00	12	25.00	35	72.92	48	100.0
16	3	4.62	1	1.54	0	0.00	33	50.77	28	43.08	65	100.0
17	150	68.81	7	3.21	0	0.00	31	14.22	30	13.76	218	100.0
18	366	78.37	36	7.71	2	0.43	37	7.92	26	5.57	467	100.0
19	227	75.67	36	12.00	1	0.33	20	6.67	16	5.33	300	100.0
20	86	59.31	37	25.52	5	3.45	7	4.83	10	6.90	145	100.0
21	36	32.14	50	44.64	20	17.86	3	2.68	3	2.68	112	100.0
21+	8	20.00	3	7.50	27	67.50	1	2.50	1	2.50	40	100.0
14-21+	879	60.66	172	11.87	55	3.80	166	11.46	177	12.22	1,449	100.0

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	1	7.69	0	0.00	0	0.00	12	92.31	13	100.0
15	0	0.00	0	0.00	0	0.00	1	20.00	4	80.00	5	100.0
16	1	5.56	0	0.00	0	0.00	5	27.78	12	66.67	18	100.0
17	8	30.77	4	15.38	0	0.00	5	19.23	9	34.62	26	100.0
18	26	66.67	5	12.82	0	0.00	6	15.38	2	5.13	39	100.0
19	18	47.37	5	13.16	0	0.00	4	10.53	11	28.95	38	100.0
20	7	16.67	22	52.38	2	4.76	3	7.14	8	19.05	42	100.0
21	18	30.00	26	43.33	12	20.00	2	3.33	2	3.33	60	100.0
21+	4	8.00	12	24.00	15	30.00	1	2.00	18	36.00	50	100.0
14-21+	82	28.18	75	25.77	29	9.97	27	9.28	78	26.80	291	100.0

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	0	0.00	1	100.0	1	100.0
15	0	.	0	.	0	.	0	.	0	.	0	.
16	0	0.00	0	0.00	0	0.00	2	100.0	0	0.00	2	100.0
17	13	76.47	2	11.76	0	0.00	1	5.88	1	5.88	17	100.0
18	38	77.55	8	16.33	0	0.00	2	4.08	1	2.04	49	100.0
19	18	85.71	3	14.29	0	0.00	0	0.00	0	0.00	21	100.0
20	0	0.00	12	85.71	2	14.29	0	0.00	0	0.00	14	100.0
21	2	8.00	15	60.00	3	12.00	1	4.00	4	16.00	25	100.0
21+	1	7.14	2	14.29	10	71.43	0	0.00	1	7.14	14	100.0
14-21+	72	50.35	42	29.37	15	10.49	6	4.20	8	5.59	143	100.0

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	.	0	.	0	.	0	.	0	.	0	.
15	0	0.00	0	0.00	0	0.00	1	25.00	3	75.00	4	100.0
16	0	0.00	0	0.00	0	0.00	1	100.0	0	0.00	1	100.0
17	3	75.00	0	0.00	0	0.00	1	25.00	0	0.00	4	100.0
18	16	76.19	2	9.52	0	0.00	3	14.29	0	0.00	21	100.0
19	14	70.00	3	15.00	0	0.00	2	10.00	1	5.00	20	100.0
20	3	60.00	0	0.00	2	40.00	0	0.00	0	0.00	5	100.0
21	4	50.00	0	0.00	2	25.00	0	0.00	2	25.00	8	100.0
21+	1	100.0	0	0.00	0	0.00	0	0.00	0	0.00	1	100.0
14-21+	41	64.06	5	7.81	4	6.25	8	12.50	6	9.38	64	100.0

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT93

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TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1991-92 SCHOOL YEAR

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	3.57	2	1.79	0	0.00	32	28.57	74	66.07	112	100.0
15	0	0.00	1	1.06	0	0.00	26	27.66	67	71.28	94	100.0
16	9	6.00	5	3.33	0	0.00	68	45.33	68	45.33	150	100.0
17	263	61.45	22	5.14	0	0.00	97	22.66	46	10.75	428	100.0
18	792	72.33	147	13.42	0	0.00	94	8.58	62	5.66	1,095	100.0
19	566	64.54	195	22.23	0	0.00	71	8.10	45	5.13	877	100.0
20	184	44.99	154	37.65	6	1.47	39	9.54	26	6.36	409	100.0
21	65	40.37	45	27.95	29	18.01	12	7.45	10	6.21	161	100.0
21+	17	22.08	16	20.78	34	44.16	5	6.49	5	6.49	77	100.0
14-21+	1,900	55.83	587	17.25	69	2.03	444	13.05	403	11.84	3,403	100.0

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	1	0.93	0	0.00	0	0.00	4	3.70	103	95.37	108	100.0
15	0	0.00	4	3.28	0	0.00	19	15.57	99	81.15	122	100.0
16	13	8.07	1	0.62	0	0.00	44	27.33	103	63.98	161	100.0
17	186	53.76	14	4.05	0	0.00	57	16.47	89	25.72	346	100.0
18	528	72.63	79	10.87	0	0.00	64	8.80	56	7.70	727	100.0
19	348	66.03	114	21.63	0	0.00	32	6.07	33	6.26	527	100.0
20	165	47.97	112	32.56	21	6.10	14	4.07	32	9.30	344	100.0
21	90	37.66	87	36.40	26	10.88	11	4.60	25	10.46	239	100.0
21+	48	27.43	28	16.00	76	43.43	7	4.00	16	9.14	175	100.0
14-21+	1,379	50.16	439	15.97	123	4.47	252	9.17	556	20.23	2,749	100.0

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		STATUS UNKNOWN		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	6	4.00	0	0.00	0	0.00	53	35.33	91	60.67	150	100.0
15	3	1.47	0	0.00	0	0.00	76	37.25	125	61.27	204	100.0
16	15	5.19	1	0.35	0	0.00	147	50.87	126	43.60	289	100.0
17	379	55.41	28	4.09	0	0.00	164	23.98	113	16.52	684	100.0
18	912	79.10	63	5.46	1	0.09	111	9.63	66	5.72	1,153	100.0
19	339	55.21	196	31.92	0	0.00	39	6.35	40	6.51	614	100.0
20	86	30.07	169	59.09	7	2.45	11	3.85	13	4.55	286	100.0
21	23	12.37	141	75.81	11	5.91	5	2.69	6	3.23	186	100.0
21+	8	10.53	16	21.05	48	63.16	0	0.00	4	5.26	76	100.0
14-21+	1,771	48.63	614	16.86	67	1.84	606	16.64	584	16.04	3,642	100.0

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT93

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	1,749	652	83	14	20	235	417	701	623	103
ALASKA	275	58	13	19	24	31	46	75	15	36
ARIZONA	858	219	64	38	38	114	306	383	218	109
ARKANSAS	462	171	32	22	14	50	145	152	122	38
CALIFORNIA	3,631	1,927	1,740	247	261	672	1,243	1,327	1,656	857
COLORADO	311	50	16	15	8	62	41	98	151	66
CONNECTICUT	0	131	24	3	7	208	80	176	41	68
DELAWARE	357	121	37	7	0	65	133	65	131	94
DISTRICT OF COLUMBIA	32	22	1	0	0	10	22	31	27	1
FLORIDA	1,783	539	91	73	74	386	427	473	341	202
GEORGIA	1,393	394	66	65	37	223	318	365	414	108
HAWAII	297	122	80	11	10	100	128	106	137	40
IDAHO	239	41	6	4	6	32	34	54	61	18
ILLINOIS	978	259	107	11	18	74	145	118	480	102
INDIANA	1,337	736	106	21	84	222	514	439	611	346
IOWA	391	104	16	7	16	45	147	132	87	99
KANSAS	70	22	24	22	0	11	21	39	41	40
KENTUCKY	1,516	323	83	23	52	93	510	391	408	76
LOUISIANA	165	45	3	1	5	13	27	43	21	40
MAINE	2,333	394	149	152	38	1,649	666	756	756	369
MARYLAND	264	90	10	15	3	22	24	63	21	58
MASSACHUSETTS	140	365	9	15	10	501	115	79	663	362
MICHIGAN	223	38	10	161	62	166	51	61	229	64
MINNESOTA	2,472	126	105	10	11	370	64	222	212	61
MISSISSIPPI	611	244	49	31	33	65	256	172	164	27
MISSOURI	2,334	406	298	26	46	250	922	530	494	210
MONTANA	228	20	6	3	4	19	57	118	68	31
NEBRASKA	73	76	62	7	3	220	76	0	0	0
NEVADA	128	42	6	7	1	19	33	37	34	29
NEW HAMPSHIRE	50	10	3	2	5	3	10	7	12	0
NEW JERSEY	2,512	521	42	30	50	178	363	405	373	157
NEW MEXICO	291	0	0	0	3	4	7	3	4	7
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	1,902	707	71	67	50	207	758	452	381	148
NORTH DAKOTA	8	6	1	1	1	0	4	1	1	5
OHIO	1,826	588	93	49	31	245	455	532	436	186
OKLAHOMA	878	217	50	19	98	69	253	432	174	89
OREGON	117	61	1	32	2	24	38	57	18	29
PENNSYLVANIA	421	53	32	10	2	56	19	16	12	40
PUERTO RICO	823	176	8	32	8	15	258	45	31	22
RHODE ISLAND	9	0	0	0	0	0	0	2	2	1
SOUTH CAROLINA	923	339	63	46	25	47	317	285	294	142
SOUTH DAKOTA	45	7	0	0	1	3	5	7	7	10
TENNESSEE	571	100	80	45	8	50	222	182	289	193
TEXAS	849	1,232	848	203	551	0	2,808	2,567	1,110	1,437
UTAH	463	62	26	11	19	109	138	86	68	23
VERMONT	61	2	0	0	0	3	1	9	2	1
VIRGINIA	1,047	130	83	18	39	181	222	203	220	66
WASHINGTON	3,276	517	88	27	11	150	304	270	484	154
WEST VIRGINIA	645	301	30	6	42	73	218	199	111	55
WISCONSIN	958	282	50	38	28	145	146	393	426	120
WYOMING	83	0	1	0	1	10	4	2	0	2
AMERICAN SAMOA	20	1	0	1	0	0	5	1	6	0
GUAM	100	0	0	0	0	0	40	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	37	8	3	4	2	4	31	18	3	3
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	42,565	13,057	4,869	1,671	1,862	7,503	13,594	13,380	12,690	6,544
50 STATES, D.C. & P.R.	42,408	13,048	4,866	1,666	1,860	7,499	13,518	13,361	12,681	6,541

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,963	959	1,482	665	1,554	64	11,284	513
ALASKA	168	174	149	55	74	14	1,226	91
ARIZONA	1,177	651	805	487	836	72	6,375	308
ARKANSAS	894	367	646	286	447	32	3,880	416
CALIFORNIA	3,999	2,021	3,378	1,336	2,445	37,058	63,798	42,426
COLORADO	537	220	322	107	223	245	2,472	1,195
CONNECTICUT	295	312	0	236	147	280	2,008	0
DELAWARE	408	319	364	247	276	4	2,628	27
DISTRICT OF COLUMBIA	50	39	30	23	40	0	328	43
FLORIDA	2,232	942	1,463	1,287	2,129	770	13,212	1,966
GEORGIA	1,912	995	1,554	548	1,320	30	9,742	538
HAWAII	400	302	342	181	174	98	2,528	42
IDAHO	290	165	253	66	270	30	1,569	230
ILLINOIS	954	532	2,150	319	1,103	409	7,759	6,894
INDIANA	1,850	1,062	1,420	698	2,084	405	11,935	1,033
IOWA	778	257	342	137	434	429	3,421	1,700
KANSAS	125	60	65	41	82	64	727	857
KENTUCKY	1,950	1,248	1,389	727	1,070	105	9,964	392
LOUISIANA	344	36	151	64	128	48	1,134	3,048
MAINE	2,946	149	2,946	1,036	2,946	2,359	19,644	2,964
MARYLAND	418	240	257	122	333	38	1,978	221
MASSACHUSETTS	138	84	368	33	243	9	3,134	0
MICHIGAN	229	430	430	229	430	69	2,882	5,835
MINNESOTA	1,302	1,535	681	324	578	3	8,076	0
MISSISSIPPI	859	423	866	446	681	52	4,979	234
MISSOURI	2,900	1,352	2,394	1,062	2,508	440	16,172	352
MONTANA	216	204	201	69	128	12	1,384	126
NEBRASKA	290	290	290	290	0	.	1,677	1,045
NEVADA	122	98	135	43	81	10	825	246
NEW HAMPSHIRE	54	22	45	7	43	35	308	84
NEW JERSEY	2,073	822	1,762	533	1,751	228	11,800	3,374
NEW MEXICO	117	40	50	10	169	0	705	1,092
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	1,894	1,448	1,770	758	1,737	31	12,381	1,178
NORTH DAKOTA	24	10	15	5	17	14	113	0
OHIO	2,138	1,450	1,990	651	1,691	110	12,471	1,596
OKLAHOMA	1,448	745	1,076	272	1,081	28	6,929	823
OREGON	158	167	87	26	80	55	952	206
PENNSYLVANIA	110	33	63	19	61	1,909	2,856	28,593
PUERTO RICO	325	259	312	22	367	618	3,321	2,952
RHODE ISLAND	3	0	54	0	8	0	79	1,195
SOUTH CAROLINA	1,180	812	1,021	443	956	23	6,916	365
SOUTH DAKOTA	48	11	18	1	8	219	390	467
TENNESSEE	1,088	474	744	389	851	207	5,493	1,252
TEXAS	9,322	7,991	4,106	1,046	8,208	11,889	54,167	2,190
UTAH	426	400	431	177	232	8	2,679	89
VERMONT	41	9	10	35	9	24	207	386
VIRGINIA	749	864	1,083	362	419	71	5,757	2,795
WASHINGTON	1,261	1,339	807	484	1,171	0	10,343	2,704
WEST VIRGINIA	1,031	649	794	428	713	48	5,343	362
WISCONSIN	1,800	741	1,086	324	1,073	84	7,694	1,160
WYOMING	13	11	3	1	16	.	147	.
AMERICAN SAMOA	17	6	17	17	20	0	111	0
GUAM	67	20	68	14	2	0	311	81
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	42	35	29	30	43	0	292	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	55,175	33,824	42,314	17,218	43,490	58,750	368,506	125,686
50 STATES, D.C. & P.R.	55,049	33,763	42,200	17,157	43,425	58,750	367,792	125,605

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL CNTL(ANXXNX1A)
21OCT92

537

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	525	120	9	2	9	57	97	189	114	8
ALASKA	185	5	1	15	12	7	11	28	6	4
ARIZONA	509	81	11	10	19	51	113	134	98	11
ARKANSAS	224	38	4	0	8	12	57	40	37	5
CALIFORNIA	2,126	541	738	29	99	212	354	208	429	65
COLORADO	140	1	0	0	2	12	13	6	16	1
CONNECTICUT	0	22	2	0	0	69	19	64	5	1
DELAWARE	161	29	12	0	0	8	38	26	48	7
DISTRICT OF COLUMBIA	13	11	0	0	0	5	4	12	11	0
FLORIDA	800	63	13	1	22	52	116	141	22	4
GEORGIA	377	30	2	0	8	23	51	41	37	12
HAWAII	185	38	43	0	3	50	39	41	63	3
IDAHO	162	12	0	1	3	14	16	7	11	3
ILLINOIS	435	22	75	0	8	13	12	20	52	11
INDIANA	473	72	24	0	54	49	62	25	81	6
IOWA	138	6	1	0	6	4	53	27	15	1
KANSAS	22	1	0	0	0	1	3	10	6	1
KENTUCKY	712	59	4	0	37	14	135	84	92	6
LOUISIANA	88	6	0	0	1	1	8	9	4	0
MAINE	785	19	13	13	3	410	109	105	105	11
MARYLAND	144	6	0	2	0	8	2	6	2	2
MASSACHUSETTS	49	129	3	5	4	177	40	28	234	128
MICHIGAN	79	3	1	0	2	21	14	12	129	0
MINNESOTA	1,690	0	25	0	0	0	0	4	0	0
MISSISSIPPI	351	105	15	6	25	8	110	70	31	0
MISSOURI	734	28	162	0	6	54	424	74	64	4
MONTANA	97	1	0	0	2	1	12	38	20	0
NEBRASKA	28	3	12	0	2	91	20	0	0	0
NEVADA	71	9	0	0	0	4	7	5	10	4
NEW HAMPSHIRE	25	3	2	0	4	0	4	1	5	0
NEW JERSEY	1,311	147	11	0	28	68	92	94	105	9
NEW MEXICO	183	0	0	0	1	1	1	1	1	1
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	622	80	5	4	8	48	187	38	51	9
NORTH DAKOTA	2	0	1	0	0	0	3	0	0	0
OHIO	587	47	7	3	8	42	64	37	40	11
OKLAHOMA	402	19	3	0	41	15	44	104	66	1
OREGON	48	1	0	0	1	6	14	14	2	0
PENNSYLVANIA	166	8	6	0	0	18	6	3	1	9
PUERTO RICO	4	2	0	4	0	0	2	0	1	0
RHODE ISLAND	5	0	0	0	0	0	0	1	2	1
SOUTH CAROLINA	354	36	0	10	14	3	69	33	84	14
SOUTH DAKOTA	29	0	0	0	0	0	2	1	1	0
TENNESSEE	227	51	9	1	0	16	37	38	67	6
TEXAS	564	200	100	0	300	0	500	100	300	100
UTAH	210	3	7	1	15	32	25	5	9	2
VERMONT	25	2	0	0	0	2	0	1	1	0
VIRGINIA	657	14	12	4	27	17	39	35	69	5
WASHINGTON	2,271	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	339	55	0	0	0	19	62	34	5	0
WISCONSIN	360	17	2	0	7	20	19	85	38	1
WYOMING	44	0	1	0	0	5	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	80	0	0	0	0	0	30	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	19,818	2,145	1,336	111	789	1,740	3,140	2,079	2,590	468
50 STATES, D.C. & P.R.	19,738	2,145	1,336	111	789	1,740	3,110	2,079	2,590	468

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	637	240	485	169	506	34	3,201	343
ALASKA	101	89	98	42	44	2	650	81
ARIZONA	707	335	449	270	508	25	3,331	254
ARKANSAS	523	170	371	157	219	5	1,870	338
CALIFORNIA	2,616	907	2,218	772	856	22,290	34,460	21,109
COLORADO	252	74	135	32	79	97	860	779
CONNECTICUT	113	121	0	82	82	91	671	0
DELAWARE	150	117	149	81	116	1	943	19
DISTRICT OF COLUMBIA	32	18	14	14	22	0	156	38
FLORIDA	1,289	237	670	609	1,001	469	5,509	1,156
GEORGIA	554	192	386	108	313	15	2,149	294
HAWAII	239	140	168	70	70	48	1,200	42
IDAHO	187	74	140	23	172	22	847	197
ILLINOIS	377	175	1,101	143	352	201	2,997	4,076
INDIANA	645	224	494	128	866	108	3,311	764
IOWA	302	73	112	53	170	199	1,160	908
KANSAS	36	8	25	11	36	26	186	616
KENTUCKY	880	520	581	216	391	15	3,746	284
LOUISIANA	189	12	77	21	55	17	488	1,905
MAINE	1,307	65	1,307	336	1,307	1,499	7,394	1,837
MARYLAND	216	83	134	24	198	21	848	184
MASSACHUSETTS	49	30	130	12	86	3	1,107	0
MICHIGAN	129	186	186	129	186	52	1,129	3,253
MINNESOTA	785	929	524	106	80	0	4,143	0
MISSISSIPPI	478	210	545	260	362	8	2,584	198
MISSOURI	1,152	546	1,290	302	954	32	5,826	244
MONTANA	113	94	92	14	73	9	566	107
NEBRASKA	147	147	147	147	0	.	744	682
NEVADA	68	44	83	25	43	5	378	228
NEW HAMPSHIRE	31	8	25	1	24	24	157	70
NEW JERSEY	1,122	387	1,026	243	997	116	5,756	2,538
NEW MEXICO	67	23	28	5	88	0	400	702
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	535	380	517	218	502	23	3,227	685
NORTH DAKOTA	18	7	11	2	12	6	62	0
OHIO	651	276	646	139	396	48	3,002	985
OKLAHOMA	779	330	558	122	594	12	3,090	615
OREGON	67	91	31	12	20	21	328	157
PENNSYLVANIA	25	9	17	7	17	504	796	7,316
PUERTO RICO	1	1	3	0	2	11	31	22
RHODE ISLAND	0	0	43	0	8	0	60	894
SOUTH CAROLINA	371	250	296	130	315	2	1,981	196
SOUTH DAKOTA	31	4	10	0	2	95	175	234
TENNESSEE	584	218	418	230	483	60	2,445	936
TEXAS	6,765	5,638	2,819	500	5,638	7,893	31,417	2,000
UTAH	186	180	220	82	81	2	1,060	58
VERMONT	16	2	6	23	2	15	95	206
VIRGINIA	295	536	683	118	147	43	2,701	1,923
WASHINGTON	424	424	121	0	424	0	3,664	2,665
WEST VIRGINIA	551	251	420	208	329	0	2,273	0
WISCONSIN	771	204	397	70	433	20	2,444	633
WYOMING	6	9	3	0	6	.	76	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	40	8	60	8	0	0	226	76
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	5	2	0	1	3	0	11	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	27,614	15,298	20,469	6,475	19,670	34,189	157,931	62,847
50 STATES, D.C. & P.R.	27,569	15,288	20,409	6,466	19,667	34,189	157,694	62,771

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

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21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	8	1	1	0	0	1	2	4	1	0
ALASKA	36	0	0	0	0	0	0	0	0	0
ARIZONA	8	0	1	0	0	1	1	1	1	0
ARKANSAS	3	1	1	1	1	0	0	2	2	0
CALIFORNIA	175	77	338	7	2	20	43	17	43	4
COLORADO	5	0	0	0	0	0	1	1	1	0
CONNECTICUT	0	1	0	0	0	2	1	3	0	0
DELAWARE	2	0	0	0	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	15	0	0	0	5	0	1	1	0	0
GEORGIA	6	1	1	1	0	1	8	2	1	2
HAWAII	0	1	0	0	0	0	1	0	1	0
IDAHO	1	0	0	0	0	0	1	0	0	0
ILLINOIS	3	1	0	0	0	0	0	0	2	0
INDIANA	24	22	0	1	0	2	20	0	19	0
IOWA	1	0	0	0	0	0	0	1	1	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	5	0	0	0	0	1	1	0	0	0
LOUISIANA	8	3	0	0	0	0	0	2	1	1
MAINE	65	3	1	10	3	24	8	9	9	1
MARYLAND	0	0	0	0	0	1	0	0	0	1
MASSACHUSETTS	32	84	2	4	2	115	26	18	152	83
MICHIGAN	1	0	0	0	0	1	0	0	0	0
MINNESOTA	32	0	0	0	0	0	0	0	8	0
MISSISSIPPI	10	4	1	0	0	0	3	0	4	0
MISSOURI	74	0	16	0	0	0	2	0	0	0
MONTANA	3	1	3	0	1	1	1	8	5	1
NEBRASKA	0	0	1	0	0	1	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	1	0	0
NEW JERSEY	13	7	2	0	0	2	4	7	4	0
NEW MEXICO	33	0	0	0	0	0	0	0	1	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	11	4	7	0	0	7	3	3	4	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	9	0	1	0	0	1	0	6	2	2
OKLAHOMA	6	0	0	0	0	0	0	0	0	0
OREGON	0	7	0	0	0	3	1	0	0	0
PENNSYLVANIA	26	27	3	1	0	1	0	1	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	5	1	0	0	0	0	1	0	1	0
SOUTH DAKOTA	0	0	0	0	1	0	0	0	0	0
TENNESSEE	16	3	0	0	0	2	5	4	68	5
TEXAS	19	0	100	0	50	0	0	0	0	0
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	3	0	0	0	0	0	0	4	0	0
VIRGINIA	5	0	0	1	0	1	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	2	2	0	0	0	0	0	2	1	0
WISCONSIN	4	0	0	0	0	0	0	0	0	0
WYOMING	10	0	0	0	0	1	1	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	682	251	479	26	65	190	135	97	332	101
50 STATES, D.C. & P.R.	680	251	479	26	65	190	135	97	332	101

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	3	2	2	1	4	0	30	4
ALASKA	4	16	16	4	1	1	78	2
ARIZONA	8	6	7	1	6	21	62	2
ARKANSAS	6	5	5	4	1	0	32	4
CALIFORNIA	105	35	91	41	348	8,135	9,481	17,399
COLORADO	7	2	7	0	3	4	31	33
CONNECTICUT	7	7	0	1	0	14	36	0
DELAWARE	2	2	3	2	2	0	14	2
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	8	6	9	7	13	7	72	124
GEORGIA	8	4	3	3	2	1	44	16
HAWAII	1	0	1	0	0	0	5	0
IDAHO	1	2	2	0	2	0	9	9
ILLINOIS	5	1	45	2	4	3	66	145
INDIANA	15	7	4	0	41	75	230	39
IOWA	1	0	0	1	1	1	7	13
KANSAS	0	0	0	0	1	0	1	16
KENTUCKY	16	14	14	15	16	1	83	9
LOUISIANA	16	2	6	4	6	2	51	229
MAINE	93	5	93	17	93	93	527	223
MARYLAND	1	2	2	1	3	0	11	13
MASSACHUSETTS	32	20	85	8	56	3	722	0
MICHIGAN	0	2	2	0	2	1	9	326
MINNESOTA	22	18	0	12	34	0	126	0
MISSISSIPPI	6	5	5	6	8	0	52	0
MISSOURI	92	12	76	0	164	0	436	20
MONTANA	8	8	8	8	2	1	59	3
NEBRASKA	1	1	1	1	0	.	6	25
NEVADA	0	0	0	0	0	0	0	1
NEW HAMPSHIRE	2	1	2	0	2	3	12	5
NEW JERSEY	13	7	9	9	11	9	97	31
NEW MEXICO	17	8	13	3	31	0	106	140
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	7	8	7	6	12	0	80	150
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	13	10	14	1	7	6	72	30
OKLAHOMA	2	1	2	0	0	1	12	30
OREGON	6	0	0	0	0	9	26	0
PENNSYLVANIA	0	0	1	7	0	770	837	14,962
PUERTO RICO	0	1	1	0	0	0	2	1
RHODE ISLAND	0	0	0	0	0	0	0	15
SOUTH CAROLINA	10	1	20	1	2	0	42	2
SOUTH DAKOTA	0	0	2	0	0	84	87	201
TENNESSEE	17	10	11	18	15	5	179	72
TEXAS	0	0	0	0	0	270	439	60
UTAH	2	0	2	0	0	0	4	2
VERMONT	4	0	1	1	1	2	16	46
VIRGINIA	3	3	5	2	2	0	22	135
WASHINGTON	0	0	0	0	0	0	0	39
WEST VIRGINIA	4	2	5	1	9	1	29	20
WISCONSIN	8	0	1	0	2	2	17	43
WYOMING	2	1	0	1	1	.	17	
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	578	237	583	189	908	9,525	14,378	34,641
50 STATES, D.C. & P.R.	578	237	583	189	908	9,525	14,376	34,641

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

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21OCT92

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	954	418	37	0	3	133	245	426	442	63
ALASKA	14	30	0	0	0	1	3	22	5	19
ARIZONA	146	93	25	10	7	39	95	147	78	60
ARKANSAS	184	98	8	1	2	18	68	83	68	20
CALIFORNIA	247	498	76	21	30	51	185	290	370	237
COLORADO	24	22	0	0	0	3	12	51	53	30
CONNECTICUT	0	59	8	0	0	27	16	38	17	42
DELAWARE	53	17	5	0	0	5	14	18	21	10
DISTRICT OF COLUMBIA	17	6	0	0	0	5	12	14	10	0
FLORIDA	422	299	32	23	31	126	191	261	254	152
GEORGIA	560	292	10	17	23	79	178	234	298	72
HAWAII	44	55	14	0	0	27	61	42	43	25
IDAHO	40	22	3	0	1	7	6	33	39	9
ILLINOIS	240	127	4	3	2	39	40	59	259	72
INDIANA	565	499	53	6	13	95	324	330	406	258
IOWA	81	63	2	0	2	24	47	67	43	58
KANSAS	24	16	0	2	0	6	14	17	26	19
KENTUCKY	512	210	34	3	9	60	250	247	263	53
LOUISIANA	38	28	1	0	2	9	13	28	13	35
MAINE	517	166	26	24	6	203	172	337	337	152
MARYLAND	57	45	0	5	0	3	9	33	9	38
MASSACHUSETTS	30	78	3	3	3	106	24	17	141	77
MICHIGAN	62	19	1	0	4	34	4	29	52	25
MINNESOTA	315	49	0	0	0	190	18	42	92	10
MISSISSIPPI	210	115	6	0	0	36	130	90	121	10
MISSOURI	260	230	24	0	18	6	158	274	284	118
MONTANA	31	11	0	0	0	1	12	21	8	9
NEBRASKA	16	50	14	0	1	62	28	0	0	0
NEVADA	18	19	3	1	0	7	11	16	16	15
NEW HAMPSHIRE	9	6	0	0	0	2	3	4	6	0
NEW JERSEY	192	173	2	0	11	15	101	120	83	33
NEW MEXICO	19	0	0	0	1	1	5	2	1	3
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	565	487	15	12	25	71	292	331	257	69
NORTH DAKOTA	5	4	0	0	1	0	0	0	1	4
OHIO	763	255	6	0	4	89	192	283	246	59
OKLAHOMA	308	134	14	5	48	26	139	251	64	40
OREGON	17	37	0	1	0	11	8	23	13	22
PENNSYLVANIA	108	10	11	1	0	8	8	8	9	17
PUERTO RICO	3	0	0	0	0	0	0	0	1	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	355	249	12	3	3	16	169	197	156	105
SOUTH DAKOTA	7	5	0	0	0	1	1	2	4	6
TENNESSEE	144	0	6	0	2	9	37	88	82	73
TEXAS	82	410	160	0	0	0	821	985	160	410
UTAH	53	26	1	0	2	35	40	41	18	11
VERMONT	10	0	0	0	0	0	0	1	0	0
VIRGINIA	138	75	27	5	3	67	73	121	67	31
WASHINGTON	595	476	0	0	0	0	208	208	476	54
WEST VIRGINIA	189	218	3	1	26	36	125	144	97	50
WISCONSIN	101	104	2	0	0	41	33	129	171	44
WYOMING	10	0	0	0	0	1	1	2	0	0
AMERICAN SAMOA	18	1	0	0	0	0	5	1	5	0
GUAM	12	0	0	0	0	0	5	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	28	2	0	2	0	0	25	13	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,412	6,306	648	149	283	1,831	4,631	6,222	5,685	2,719
50 STATES, D.C. & P.R.	9,354	6,303	648	147	283	1,831	4,596	6,208	5,680	2,719

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNXIA)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,097	638	866	425	826	20	6,593	141
ALASKA	33	23	23	3	14	1	191	0
ARIZONA	295	185	209	110	190	7	1,696	26
ARKANSAS	316	165	242	104	181	16	1,574	67
CALIFORNIA	521	490	314	162	224	1,902	5,618	752
COLORADO	91	70	67	44	42	16	525	72
CONNECTICUT	72	59	0	67	24	83	512	0
DELAWARE	44	39	49	23	46	0	344	3
DISTRICT OF COLUMBIA	18	20	15	9	17	0	143	4
FLORIDA	593	370	509	370	651	167	4,451	221
GEORGIA	918	581	826	305	673	8	5,074	136
HAWAII	105	102	103	72	65	34	792	0
IDAHO	66	60	81	29	57	4	457	15
ILLINOIS	394	259	590	119	471	106	2,784	650
INDIANA	915	660	735	471	895	174	6,399	163
IOWA	267	120	151	56	152	74	1,207	321
KANSAS	46	43	32	18	28	13	304	165
KENTUCKY	778	554	641	387	471	72	4,544	91
LOUISIANA	97	17	50	30	41	22	424	459
MAINE	609	30	609	359	609	157	4,313	193
MARYLAND	101	75	71	67	63	12	588	4
MASSACHUSETTS	30	18	78	7	52	2	669	0
MICHIGAN	[illegible]	107	107	52	107	7	662	564
MINNESOTA	192	320	115	86	185	0	1,614	0
MISSISSIPPI	321	175	270	161	265	40	1,950	31
MISSOURI	820	496	528	424	792	4	4,436	60
MONTANA	36	23	28	11	14	0	205	10
NEBRASKA	100	100	100	100	0	.	571	172
NEVADA	28	30	28	13	20	5	232	1
NEW HAMPSHIRE	12	10	12	4	11	0	79	1
NEW JERSEY	291	188	225	107	228	24	1,793	123
NEW MEXICO	10	3	4	0	26	0	75	60
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	912	674	848	328	749	2	5,637	155
NORTH DAKOTA	6	3	3	3	4	5	39	0
OHIO	946	765	945	309	877	16	5,755	478
OKLAHOMA	533	319	386	127	386	10	2,790	146
OREGON	43	37	27	11	22	10	282	15
PENNSYLVANIA	57	19	37	1	29	302	625	3,016
PUERTO RICO	4	3	6	1	9	2	29	25
RHODE ISLAND	3	0	8	0	0	0	11	73
SOUTH CAROLINA	613	438	551	236	459	8	3,570	105
SOUTH DAKOTA	11	4	4	1	4	17	67	17
TENNESSEE	314	163	216	108	217	31	1,490	149
TEXAS	985	821	410	85	821	1,149	7,299	100
UTAH	79	92	79	36	50	0	563	10
VERMONT	15	6	2	4	6	3	47	70
VIRGINIA	250	152	202	99	184	15	1,509	349
WASHINGTON	476	476	476	476	476	0	4,397	0
WEST VIRGINIA	365	333	310	168	291	14	2,370	47
WISCONSIN	280	177	231	89	197	16	1,615	66
WYOMING	2	0	0	0	2	.	18	.
AMERICAN SAMOA	15	5	15	15	18	0	98	0
GUAM	20	5	1	0	0	0	43	2
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	30	28	25	27	32	0	212	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	15,227	10,550	12,460	6,319	12,273	4,570	99,285	9,328
50 STATES, D.C. & P.R.	15,162	10,512	12,419	6,277	12,223	4,570	98,932	9,326

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	207	42	1	0	0	16	32	28	29	10
ALASKA	25	3	0	0	1	17	18	14	2	6
ARIZONA	148	15	3	1	2	14	79	72	27	22
ARKANSAS	5	2	0	0	0	2	2	1	1	0
CALIFORNIA	723	84	7	3	18	149	252	76	97	103
COLORADO	103	0	0	0	0	34	5	9	27	6
CONNECTICUT	0	16	0	0	0	72	28	51	6	4
DELAWARE	113	54	0	0	0	40	62	6	43	59
DISTRICT OF COLUMBIA	2	1	1	0	0	0	1	1	2	1
FLORIDA	458	124	3	0	3	176	94	51	31	23
GEORGIA	389	49	1	2	1	100	67	54	63	16
HAWAII	45	2	7	0	0	9	8	2	9	2
IDAHO	24	2	0	0	0	9	8	5	4	3
ILLINOIS	260	82	23	0	0	12	85	23	139	16
INDIANA	202	54	0	0	1	49	71	47	52	19
IOWA	154	7	0	0	1	8	37	21	12	19
KANSAS	20	1	0	1	0	0	3	2	2	2
KENTUCKY	170	9	0	0	0	2	68	9	12	2
LOUISIANA	26	3	0	0	0	2	3	2	1	2
MAINE	685	54	1	13	3	775	275	149	149	84
MARYLAND	32	4	0	0	0	3	0	1	0	0
MASSACHUSETTS	19	50	1	2	1	69	16	11	91	50
MICHIGAN	60	5	0	0	2	102	32	14	27	25
MINNESOTA	300	8	0	0	0	160	12	117	74	48
MISSISSIPPI	11	0	0	0	0	1	0	0	1	0
MISSOURI	1,172	98	12	0	0	116	306	122	110	80
MONTANA	86	3	0	1	0	11	25	44	31	19
NEBRASKA	24	6	1	0	0	14	12	0	0	0
NEVADA	31	6	0	0	0	3	9	3	1	4
NEW HAMPSHIRE	13	1	0	0	1	1	3	1	1	0
NEW JERSEY	822	90	0	0	0	53	101	85	118	72
NEW MEXICO	47	0	0	0	0	1	0	0	1	3
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	478	55	2	0	2	33	174	27	28	28
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	218	11	0	1	0	49	40	35	26	15
OKLAHOMA	111	6	0	0	1	8	37	49	18	15
OREGON	22	0	0	0	0	4	10	6	0	1
PENNSYLVANIA	108	8	3	1	0	29	5	3	0	13
PUERTO RICO	425	89	4	16	4	8	131	23	17	12
RHODE ISLAND	4	0	0	0	0	0	0	1	0	0
SOUTH CAROLINA	138	13	3	3	0	15	43	12	32	7
SOUTH DAKOTA	8	0	0	0	0	0	2	2	0	0
TENNESSEE	118	3	0	0	0	2	118	23	28	84
TEXAS	102	100	0	0	0	0	1,000	1,000	200	500
UTAH	146	6	0	0	0	31	47	6	9	4
VERMONT	22	0	0	0	0	0	1	1	0	0
VIRGINIA	189	5	0	0	0	66	78	11	48	1
WASHINGTON	134	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	93	9	0	0	0	13	21	8	2	4
WISCONSIN	326	20	0	0	0	27	42	42	42	8
WYOMING	11	0	0	0	0	3	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	5	0	0	0	0	0	5	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	1	1	0	0	1	1	0	1	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,036	1,201	74	44	41	2,309	3,470	2,270	1,614	1,394
50 STATES, D.C. & P.R.	9,029	1,200	73	44	41	2,308	3,464	2,270	1,613	1,393

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	171	38	80	34	157	5	850	11
ALASKA	6	25	6	1	5	2	131	6
ARIZONA	104	95	96	79	74	6	837	13
ARKANSAS	5	4	3	1	5	1	32	1
CALIFORNIA	250	123	254	129	324	1,677	4,269	1,091
COLORADO	110	35	74	17	43	91	554	239
CONNECTICUT	60	75	0	51	25	47	435	0
DELAWARE	179	129	131	120	81	0	1,017	3
DISTRICT OF COLUMBIA	0	0	0	0	1	0	10	1
FLORIDA	243	267	196	264	347	94	2,374	288
GEORGIA	355	157	270	94	247	3	1,868	66
HAWAII	27	33	43	19	19	7	232	0
IDAHO	20	15	15	5	19	0	129	3
ILLINOIS	140	72	300	45	220	74	1,491	1,875
INDIANA	171	104	129	70	167	22	1,158	45
IOWA	173	51	61	23	76	138	781	405
KANSAS	24	3	4	7	14	13	96	0
KENTUCKY	132	53	54	28	83	0	622	2
LOUISIANA	26	1	10	5	10	5	96	322
MAINE	682	34	682	175	682	449	4,892	574
MARYLAND	32	15	21	13	30	0	151	8
MASSACHUSETTS	19	12	51	6	34	1	433	0
MICHIGAN	27	101	101	27	101	5	629	1,441
MINNESOTA	170	175	0	60	159	0	1,283	0
MISSISSIPPI	8	7	6	0	3	0	37	0
MISSOURI	716	234	412	278	458	402	4,516	20
MONTANA	38	72	63	31	32	0	456	4
NEBRASKA	19	19	19	19	0	.	133	139
NEVADA	17	15	15	1	8	0	113	12
NEW HAMPSHIRE	8	3	5	2	6	6	51	6
NEW JERSEY	457	147	355	109	354	31	2,794	519
NEW MEXICO	9	3	3	1	10	0	78	154
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	289	289	259	123	336	0	2,123	101
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	162	85	116	39	84	15	896	23
OKLAHOMA	59	48	85	14	48	0	499	12
OREGON	11	24	7	0	4	6	95	9
PENNSYLVANIA	19	3	6	4	5	297	504	2,756
PUERTO RICO	164	130	156	11	187	319	1,696	1,498
RHODE ISLAND	0	0	2	0	0	0	7	143
SOUTH CAROLINA	104	56	96	34	88	1	645	43
SOUTH DAKOTA	0	2	2	0	0	10	26	2
TENNESSEE	64	24	26	9	25	100	624	28
TEXAS	1,000	1,000	500	200	1,020	1,427	8,049	0
UTAH	74	63	74	17	35	5	517	12
VERMONT	6	0	0	4	0	1	35	46
VIRGINIA	146	120	132	97	34	10	937	320
WASHINGTON	93	116	0	0	0	0	343	0
WEST VIRGINIA	89	47	46	39	62	2	435	29
WISCONSIN	384	166	249	53	215	15	1,589	276
WYOMING	3	0	0	0	4	.	23	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	5	5	5	0	0	30	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	0	0	0	0	10	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7,071	4,296	5,220	2,363	5,941	5,287	51,631	12,546
50 STATES, D.C. & P.R.	7,065	4,290	5,215	2,358	5,941	5,287	51,591	12,546

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

BEST COPY AVAILABLE

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	12	3	10	12	2	1	6	6	1	2
ALASKA	0	0	2	4	0	0	0	0	0	0
ARIZONA	18	3	7	11	2	2	2	8	1	4
ARKANSAS	23	4	0	20	0	0	0	6	4	0
CALIFORNIA	77	90	100	173	22	11	38	85	80	6
COLORADO	5	0	11	14	0	0	0	4	6	2
CONNECTICUT	0	2	4	2	0	3	2	3	2	1
DELAWARE	9	0	8	7	0	6	0	1	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	16	7	17	47	1	1	3	2	7	0
GEORGIA	26	4	40	45	2	2	6	20	5	2
HAWAII	8	4	5	8	4	1	5	5	5	0
IDAHO	3	0	1	3	0	1	1	1	0	0
ILLINOIS	8	4	4	7	3	0	3	3	3	1
INDIANA	16	4	3	13	0	1	3	9	16	1
IOWA	5	1	2	7	0	2	2	1	0	4
KANSAS	1	0	19	19	0	0	0	0	1	0
KENTUCKY	11	2	22	19	2	0	1	5	1	1
LOUISIANA	0	0	1	1	0	0	0	0	0	0
MAINE	20	10	34	30	7	7	10	4	4	2
MARYLAND	3	0	5	8	0	0	1	1	0	0
MASSACHUSETTS	2	5	0	0	0	7	2	1	9	5
MICHIGAN	5	0	3	161	4	0	1	0	5	2
MINNESOTA	49	29	30	7	0	0	9	31	12	0
MISSISSIPPI	18	1	16	24	0	0	1	1	1	0
MISSOURI	28	0	26	22	0	18	12	22	12	0
MONTANA	4	0	1	2	1	0	1	1	0	0
NEBRASKA	2	3	19	7	0	9	8	0	0	0
NEVADA	1	1	1	4	0	0	0	2	1	0
NEW HAMPSHIRE	2	0	1	2	0	0	0	0	0	0
NEW JERSEY	28	4	10	28	2	4	6	10	4	4
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	126	3	6	46	0	22	41	4	5	0
NORTH DAKOTA	0	0	0	1	0	0	0	0	0	0
OHIO	41	5	23	40	3	8	6	14	4	1
OKLAHOMA	14	5	10	12	2	1	3	6	1	0
OREGON	22	11	0	28	0	0	4	8	0	5
PENNSYLVANIA	0	0	4	7	2	0	0	1	1	1
PUERTO RICO	128	35	2	4	0	3	36	1	4	2
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	22	3	35	30	0	0	7	21	1	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	1	39	42	0	1	2	0	22	1
TEXAS	11	30	150	190	0	0	35	40	25	25
UTAH	27	4	10	9	0	2	1	1	1	0
VERMONT	1	0	0	0	0	0	0	1	0	0
VIRGINIA	10	1	4	8	2	1	2	3	2	0
WASHINGTON	23	0	49	18	0	69	0	0	0	0
WEST VIRGINIA	9	3	7	5	0	0	4	1	0	0
WISCONSIN	5	0	7	9	0	0	0	2	1	0
WYOMING	2	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	2	0	0	1	0	0	0	0	1	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	854	282	748	1,157	61	183	264	335	248	73
50 STATES, D.C. & P.R.	851	282	748	1,156	61	183	264	335	247	73

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	15	8	10	7	15	0	110	0
ALASKA	1	0	0	0	2	0	9	0
ARIZONA	19	8	14	10	19	3	131	2
ARKANSAS	20	6	7	2	21	4	117	2
CALIFORNIA	123	57	77	39	51	543	1,572	262
COLORADO	12	9	3	3	10	7	86	15
CONNECTICUT	7	8	0	7	3	2	46	0
DELAWARE	9	10	10	4	9	0	74	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	18	12	27	1	24	7	190	3
GEORGIA	32	28	33	23	27	0	295	6
HAWAII	7	8	7	7	5	1	80	0
IDAHO	1	4	4	3	6	1	29	1
ILLINOIS	8	6	42	2	11	8	113	54
INDIANA	30	23	27	6	41	1	194	9
IOWA	10	2	5	2	10	4	57	16
KANSAS	1	1	1	1	0	0	44	8
KENTUCKY	22	6	16	4	21	7	140	1
LOUISIANA	0	2	0	0	2	0	6	30
MAINE	30	2	30	11	30	34	265	22
MARYLAND	2	6	0	0	3	1	30	3
MASSACHUSETTS	1	0	5	0	3	0	40	0
MICHIGAN	5	14	14	5	14	3	236	63
MINNESOTA	50	41	18	19	42	0	337	0
MISSISSIPPI	24	2	18	2	18	2	128	5
MISSOURI	36	20	28	26	36	0	286	4
MONTANA	4	1	2	1	2	1	21	0
NEBRASKA	9	9	9	9	0	.	84	6
NEVADA	1	2	0	1	1	0	15	1
NEW HAMPSHIRE	1	0	1	0	0	1	8	2
NEW JERSEY	13	4	12	4	18	11	162	24
NEW MEXICO	3	0	0	0	7	0	10	8
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	24	30	32	27	31	1	398	42
NORTH DAKOTA	0	0	0	0	0	0	1	0
OHIO	36	39	44	8	44	3	319	24
OKLAHOMA	18	9	13	3	14	3	114	5
OREGON	17	12	13	2	26	5	153	1
PENNSYLVANIA	2	1	0	0	3	9	31	298
PUERTO RICO	57	42	46	1	48	87	496	471
RHODE ISLAND	0	0	1	0	0	0	1	14
SOUTH CAROLINA	27	25	7	20	34	1	233	11
SOUTH DAKOTA	0	0	0	0	0	1	1	8
TENNESSEE	49	21	29	5	43	1	266	9
TEXAS	50	75	20	20	25	157	853	10
UTAH	26	24	14	4	21	0	144	1
VERMONT	0	0	0	3	0	3	8	11
VIRGINIA	9	9	12	7	7	1	78	18
WASHINGTON	18	69	0	0	18	0	264	0
WEST VIRGINIA	10	8	6	4	9	0	66	0
WISCONSIN	6	1	2	0	4	2	39	2
WYOMING	0	1	0	0	0	.	3	.
AMERICAN SAMOA	2	1	2	2	2	0	13	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	1	0	3	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	866	666	661	305	781	915	8,399	1,472
50 STATES, D.C. & P.R.	863	665	659	303	778	915	8,383	1,472

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	19	44	14	0	1	13	21	29	23	15
ALASKA	8	12	6	0	8	1	11	8	1	6
ARIZONA	15	20	9	4	4	6	11	12	9	10
ARKANSAS	14	18	13	0	0	12	12	12	9	7
CALIFORNIA	68	136	49	6	3	15	78	73	67	80
COLORADO	28	18	3	0	3	13	8	22	41	24
CONNECTICUT	0	21	5	0	1	19	10	10	8	17
DELAWARE	13	13	9	0	0	4	13	10	15	12
DISTRICT OF COLUMBIA	0	4	0	0	0	0	4	4	4	0
FLORIDA	.	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.	.
HAWAII	5	7	4	1	2	4	5	4	7	5
IDAHO	0	1	0	0	0	0	2	3	2	2
ILLINOIS	.	.	.	.	.	.	.	.	.	.
INDIANA	25	41	8	0	0	14	13	8	18	46
IOWA	0	16	5	0	0	1	4	2	6	14
KANSAS	3	2	5	0	0	4	1	6	6	17
KENTUCKY	25	18	9	0	0	12	17	18	13	12
LOUISIANA	0	2	0	0	0	1	0	0	0	2
MAINE	213	110	55	45	11	153	77	121	121	116
MARYLAND	20	25	4	0	2	2	10	10	5	8
MASSACHUSETTS	3	8	0	1	0	11	3	2	15	8
MICHIGAN	4	4	3	0	0	6	0	1	0	10
MINNESOTA	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	3	4	1	1	2	4	2	3	2	9
MISSOURI	4	8	8	0	0	4	0	2	4	2
MONTANA	4	3	1	0	0	2	4	4	4	2
NEBRASKA	0	7	5	0	0	17	3	0	0	0
NEVADA	3	2	0	0	0	1	2	5	2	3
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	111	68	4	0	7	17	39	74	44	39
NEW MEXICO	2	0	0	0	0	1	1	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	7	12	6	0	1	5	10	13	6	15
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	111	184	20	3	3	37	98	98	94	85
OKLAHOMA	21	36	15	0	0	14	21	8	22	32
OREGON	.	.	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	9	1	1	0	4	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	5	1	0	0	3	3	7	6	11
SOUTH DAKOTA	1	2	0	0	0	2	0	2	1	3
TENNESSEE	16	15	7	2	0	5	12	9	11	15
TEXAS	12	75	75	10	0	0	120	100	90	80
UTAH	17	18	2	1	1	6	22	25	26	3
VERMONT	0	0	0	0	0	1	0	0	1	1
VIRGINIA	31	29	27	0	0	26	27	29	28	29
WASHINGTON	18	8	6	8	6	0	95	8	8	95
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	156	127	34	28	12	4	50	126	162	66
WYOMING	.	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4	3	1	1	1	3	3	2	2	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	995	1,127	415	111	72	488	812	870	883	903
50 STATES, D.C. & P.R.	991	1,124	414	110	71	485	809	868	881	901

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	17	17	18	17	20	1	269	0
ALASKA	16	13	2	2	4	1	99	1
ARIZONA	27	17	16	11	23	7	201	10
ARKANSAS	14	13	13	9	12	4	162	0
CALIFORNIA	101	80	45	72	84	678	1,635	231
COLORADO	52	26	29	10	36	23	336	40
CONNECTICUT	28	30	0	21	8	24	202	0
DELAWARE	15	16	15	13	13	0	161	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	16	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	6	6	6	6	6	2	76	0
IDAHO	2	2	2	1	1	0	18	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	25	20	10	9	37	21	295	7
IOWA	7	4	3	0	0	7	69	16
KANSAS	16	4	3	2	3	10	82	43
KENTUCKY	38	37	22	18	23	8	270	0
LOUISIANA	1	0	0	0	2	0	8	16
MAINE	174	9	174	121	174	64	1,738	59
MARYLAND	42	19	22	16	29	4	218	2
MASSACHUSETTS	3	2	8	0	5	0	69	0
MICHIGAN	0	2	2	0	2	0	34	24
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	4	9	10	5	9	1	69	0
MISSOURI	14	6	2	4	20	0	78	2
MONTANA	3	5	5	3	5	0	45	0
NEBRASKA	4	4	4	4	0	.	48	2
NEVADA	3	3	4	0	4	0	32	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	142	68	109	50	116	24	912	98
NEW MEXICO	5	1	1	1	3	0	15	10
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	26	12	22	9	24	1	169	7
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	220	199	140	111	188	12	1,603	15
OKLAHOMA	39	23	14	1	21	0	267	9
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	2	2	16
PUERTO RICO	3	2	1	0	3	4	28	30
RHODE ISLAND	0	0	0	0	0	0	0	4
SOUTH CAROLINA	8	9	4	2	4	3	68	0
SOUTH DAKOTA	4	1	0	0	2	9	27	0
TENNESSEE	17	11	9	6	19	0	154	4
TEXAS	90	90	80	50	100	173	1,145	0
UTAH	38	23	30	28	17	1	258	0
VERMONT	0	1	0	0	0	0	4	1
VIRGINIA	30	30	30	27	30	0	373	12
WASHINGTON	8	8	8	8	18	0	302	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	328	183	196	108	206	27	1,858	128
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	2	3	2	3	0	35	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,573	1,007	1,062	747	1,274	1,111	13,450	789
50 STATES, D.C. & P.R.	1,570	1,005	1,059	745	1,271	1,111	13,415	789

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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21OCT92

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	10	8	5	0	0	8	8	8	5	2
ALASKA	3	3	1	0	0	3	0	1	0	1
ARIZONA	4	4	3	1	0	1	2	6	0	2
ARKANSAS	2	3	2	0	0	2	2	1	0	1
CALIFORNIA	95	361	238	2	40	118	108	340	341	266
COLORADO	4	8	2	0	1	0	0	5	4	2
CONNECTICUT	0	1	1	0	0	4	0	1	0	0
DELAWARE	3	4	1	0	0	1	3	1	3	3
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	24	27	17	0	1	19	9	9	14	6
GEORGIA	19	14	9	0	0	10	2	11	6	3
HAWAII	5	8	5	0	0	5	4	6	5	0
IDAHO	2	1	0	0	0	0	0	3	2	0
ILLINOIS	20	19	0	0	0	9	5	9	22	1
INDIANA	14	21	6	0	1	6	7	7	7	4
IOWA	2	3	2	0	0	3	1	3	1	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	48	16	9	1	1	1	20	23	18	1
LOUISIANA	3	3	1	0	0	0	2	1	1	0
MAINE	17	15	9	3	1	19	2	13	13	2
MARYLAND	5	6	1	0	0	0	2	7	0	5
MASSACHUSETTS	2	4	0	0	0	6	1	1	7	4
MICHIGAN	10	7	1	0	0	2	0	4	16	2
MINNESOTA	41	20	29	0	0	8	9	22	7	3
MISSISSIPPI	6	8	4	0	0	9	3	7	2	2
MISSOURI	22	38	26	2	0	30	16	30	18	6
MONTANA	1	1	1	0	0	3	1	2	0	0
NEBRASKA	2	1	3	0	0	17	4	0	0	0
NEVADA	0	1	2	0	0	0	1	1	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	18	26	11	2	0	17	13	13	13	0
NEW MEXICO	3	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	18	28	8	1	0	3	13	14	5	2
NORTH DAKOTA	1	1	0	0	0	0	0	1	0	1
OHIO	81	66	25	0	0	18	50	47	19	12
OKLAHOMA	6	7	3	0	1	2	2	4	1	0
OREGON	2	4	0	0	0	0	0	2	1	0
PENNSYLVANIA	10	0	0	0	0	0	0	0	0	0
PUERTO RICO	228	43	0	5	0	3	74	20	6	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	35	24	6	0	0	7	21	8	12	3
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	16	11	0	1	9	3	6	5	0
TEXAS	12	175	85	0	0	0	75	85	100	75
UTAH	3	1	3	0	0	1	2	3	2	3
VERMONT	0	0	0	0	0	0	0	1	0	0
VIRGINIA	2	1	3	0	0	1	1	1	0	0
WASHINGTON	28	28	28	0	0	0	0	9	0	4
WEST VIRGINIA	8	7	3	0	0	5	3	5	4	0
WISCONSIN	0	3	1	0	0	4	0	3	4	0
WYOMING	1	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	830	1,035	565	17	47	354	470	745	664	420
50 STATES, D.C. & P.R.	830	1,035	565	17	47	354	469	744	664	420

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	7	8	9	5	8	1	92	0
ALASKA	4	4	3	2	2	0	27	0
ARIZONA	8	3	8	6	7	0	55	0
ARKANSAS	4	3	3	1	2	2	28	0
CALIFORNIA	150	198	231	63	306	616	3,473	340
COLORADO	9	2	6	0	6	5	54	13
CONNECTICUT	0	0	0	0	0	1	8	0
DELAWARE	3	3	2	1	4	3	35	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	40	27	22	19	44	21	299	2
GEORGIA	26	17	23	7	27	1	175	0
HAWAII	8	6	7	4	5	4	72	0
IDAHO	5	3	4	2	2	0	24	0
ILLINOIS	21	13	45	7	34	13	218	37
INDIANA	23	13	11	4	16	3	143	2
IOWA	11	1	4	1	12	2	46	16
KANSAS	1	0	0	0	0	0	1	2
KENTUCKY	40	31	22	28	45	1	305	4
LOUISIANA	10	2	4	1	10	1	39	23
MAINE	14	1	14	5	14	20	162	8
MARYLAND	9	4	0	0	2	0	41	2
MASSACHUSETTS	2	1	4	0	3	0	35	0
MICHIGAN	16	15	15	16	15	1	120	120
MINNESOTA	54	39	12	13	35	0	292	0
MISSISSIPPI	14	8	10	5	10	1	89	0
MISSOURI	44	26	36	20	60	0	374	2
MONTANA	2	1	1	1	0	0	14	0
NEBRASKA	5	5	5	5	0	.	47	7
NEVADA	1	1	1	1	1	0	10	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	17	17	20	9	20	13	209	2
NEW MEXICO	2	2	1	0	3	0	11	10
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	17	12	20	10	19	1	171	3
NORTH DAKOTA	0	0	1	0	1	2	8	0
OHIO	93	63	71	37	78	4	664	36
OKLAHOMA	6	7	5	2	9	0	55	3
OREGON	4	1	2	1	2	1	20	11
PENNSYLVANIA	6	1	2	0	2	20	41	133
PUERTO RICO	89	77	94	8	99	133	883	734
RHODE ISLAND	0	0	0	0	0	0	0	11
SOUTH CAROLINA	39	25	37	16	39	3	275	5
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	20	8	14	6	15	4	128	11
TEXAS	50	75	30	50	119	167	1,098	0
UTAH	9	8	3	5	10	0	53	2
VERMONT	0	0	0	0	0	0	1	1
VIRGINIA	4	2	4	2	3	0	24	5
WASHINGTON	36	36	36	0	28	0	233	0
WEST VIRGINIA	9	6	6	5	9	0	70	0
WISCONSIN	5	1	1	1	3	1	27	5
WYOMING	0	0	0	0	2	.	3	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	1	1	0	5	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	1	0	4	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	938	778	850	370	1,133	1,046	10,262	1,551
50 STATES, D.C. & P.R.	937	776	849	369	1,131	1,046	10,253	1,551

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNXIA)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	7	8	1	0	0	3	4	4	4	1
ALASKA	3	3	0	0	0	2	1	1	1	0
ARIZONA	3	2	2	1	0	0	3	0	0	0
ARKANSAS	5	1	1	0	0	3	2	3	0	1
CALIFORNIA	87	40	90	0	0	77	153	69	55	20
COLORADO	0	0	0	0	0	0	0	0	0	0
CONNECTICUT	0	1	0	0	0	5	1	3	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	40	12	0	0	1	6	10	6	6	14
GEORGIA	12	3	0	0	0	8	6	3	3	1
HAWAII	4	6	1	0	0	2	2	4	3	4
IDAHO	7	1	0	0	0	1	0	2	2	1
ILLINOIS	8	2	0	0	0	1	0	3	0	0
INDIANA	3	5	2	0	0	2	3	3	2	3
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	27	3	0	0	0	2	15	1	5	0
LOUISIANA	2	0	0	0	0	0	1	1	1	0
MAINE	26	14	6	2	1	37	10	13	13	0
MARYLAND	2	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	2	5	0	0	0	7	2	1	9	5
MICHIGAN	0	0	0	0	0	0	0	0	0	0
MINNESOTA	20	5	10	0	0	12	4	3	6	0
MISSISSIPPI	.	.	.	.	.	.	.	.	.	.
MISSOURI	10	2	2	0	0	2	2	4	2	0
MONTANA	2	0	0	0	0	0	0	0	0	0
NEBRASKA	1	3	2	0	0	8	1	0	0	0
NEVADA	4	4	0	1	0	3	3	3	4	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	15	2	0	0	0	2	7	2	2	0
NEW MEXICO	1	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	53	28	3	0	1	15	36	15	19	21
NORTH DAKOTA	0	1	0	0	0	0	1	0	0	0
OHIO	.	.	.	.	.	.	.	.	.	.
OKLAHOMA	3	0	0	0	0	2	2	2	0	0
OREGON	4	0	1	0	0	0	0	2	0	1
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	4	3	0	2	0	0	1	1	1	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	2	0	0	0	1	1	0	0	1
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	5	1	0	0	4	2	9	3	6
TEXAS	38	150	100	0	100	0	200	200	200	200
UTAH	5	2	1	0	0	2	0	3	1	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	4	3	1	0	0	2	2	3	3	0
WASHINGTON	202	0	0	0	0	73	0	40	0	0
WEST VIRGINIA	2	2	14	0	14	0	2	2	0	0
WISCONSIN	4	5	2	1	0	4	2	3	5	1
WYOMING	5	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	0	0	0	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	629	324	240	7	117	286	480	410	350	282
50 STATES, D.C. & P.R.	627	323	240	7	117	286	479	409	350	282

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	6	4	5	4	8	2	61	14
ALASKA	2	2	1	1	1	4	22	1
ARIZONA	2	1	3	0	3	0	20	0
ARKANSAS	5	1	2	2	5	0	31	1
CALIFORNIA	85	34	43	16	134	956	1,859	1,122
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	0	3	0	1	2	3	19	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	29	14	20	11	37	3	209	168
GEORGIA	15	12	12	6	13	1	95	13
HAWAII	5	5	5	2	2	1	46	0
IDAHO	5	4	2	2	7	2	36	3
ILLINOIS	3	4	14	0	7	2	44	36
INDIANA	7	3	3	3	2	0	41	2
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	7
KENTUCKY	37	29	33	28	14	0	194	1
LOUISIANA	3	0	2	2	0	0	12	51
MAINE	30	2	30	12	30	31	257	41
MARYLAND	4	1	2	1	2	0	12	5
MASSACHUSETTS	2	1	5	0	3	0	42	0
MICHIGAN	0	0	0	0	0	0	0	17
MINNESOTA	8	10	0	16	14	0	108	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	8	8	8	8	4	0	60	0
MONTANA	11	0	1	0	0	1	15	1
NEBRASKA	3	3	3	3	0	.	27	11
NEVADA	4	3	4	2	4	0	41	0
NEW HAMPSHIRE	0	0	0	0	0	1	1	0
NEW JERSEY	9	4	6	2	7	0	58	37
NEW MEXICO	1	0	0	0	1	0	3	2
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	68	36	56	32	47	0	430	32
NORTH DAKOTA	0	0	0	0	0	1	3	0
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	2	1	3	1	1	0	17	0
OREGON	7	2	6	0	3	0	26	8
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	3	2	3	1	4	6	31	23
RHODE ISLAND	0	0	0	0	0	0	0	36
SOUTH CAROLINA	2	2	2	0	3	0	16	0
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	12	3	10	3	19	4	91	35
TEXAS	300	200	150	85	380	532	2,835	0
UTAH	6	4	4	2	5	0	35	2
VERMONT	0	0	0	0	0	0	0	4
VIRGINIA	3	3	4	2	4	2	36	18
WASHINGTON	202	202	162	0	202	0	1,083	0
WEST VIRGINIA	0	2	0	1	0	30	69	263
WISCONSIN	9	3	4	3	4	0	50	7
WYOMING	0	0	0	0	1	.	6	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	0	1	0	5	3
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	1	0	2	0	9	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	900	610	610	252	976	1,583	8,056	1,965
50 STATES, D.C. & P.R.	898	608	608	252	973	1,583	8,042	1,962

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	7	8	5	0	5	3	2	7	4	2
ALASKA	1	2	3	0	3	0	2	1	0	0
ARIZONA	7	1	3	0	4	0	0	3	4	0
ARKANSAS	2	6	3	0	3	1	2	4	1	4
CALIFORNIA	31	93	97	4	44	16	25	167	168	73
COLORADO	0	0	0	1	2	0	0	0	1	0
CONNECTICUT	0	8	4	1	6	7	3	3	3	3
DELAWARE	3	3	2	0	0	0	2	3	1	2
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	8	6	6	0	8	3	2	2	4	0
GEORGIA	4	1	3	0	3	0	0	0	1	0
HAWAII	1	1	1	0	1	2	1	2	1	1
IDAHO	0	2	2	0	2	0	0	0	1	0
ILLINOIS	4	2	1	1	5	0	0	1	3	1
INDIANA	14	17	10	0	15	4	10	10	10	6
IOWA	10	8	4	0	7	3	3	10	9	3
KANSAS	0	2	0	0	0	0	0	4	0	1
KENTUCKY	6	6	5	0	3	1	3	4	4	1
LOUISIANA	0	0	0	0	2	0	0	0	0	0
MAINE	5	3	4	12	3	21	3	5	5	1
MARYLAND	1	4	0	0	1	5	0	5	5	4
MASSACHUSETTS	1	2	0	0	0	3	1	0	4	2
MICHIGAN	2	0	1	0	50	0	0	1	0	0
MINNESOTA	25	14	8	0	11	0	10	0	11	0
MISSISSIPPI	1	7	6	0	6	7	7	1	2	6
MISSOURI	28	0	20	2	22	18	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	0	3	5	0	0	1	0	0	0	0
NEVADA	0	0	0	1	1	1	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	2	4	2	0	2	0	0	0	0	0
NEW MEXICO	3	0	0	0	1	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	19	8	17	1	11	0	0	4	4	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	15	18	10	2	13	0	4	10	4	0
OKLAHOMA	7	9	4	1	4	0	4	7	2	1
OREGON	1	1	0	2	0	0	1	1	0	0
PENNSYLVANIA	3	0	5	0	0	0	0	0	1	0
PUERTO RICO	16	1	1	1	0	1	11	0	1	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	8	6	6	0	8	2	3	7	2	1
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	13	6	7	0	5	2	6	5	3	3
TEXAS	8	85	75	0	100	0	50	50	30	40
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	11	2	9	0	7	0	0	0	3	0
WASHINGTON	4	4	4	0	4	8	0	4	0	0
WEST VIRGINIA	2	5	3	0	1	0	0	3	2	1
WISCONSIN	2	6	2	0	9	0	0	3	3	0
WYOMING	0	0	0	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	1	1	1	0	0	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	276	355	339	30	374	109	155	328	297	162
50 STATES, D.C. & P.R.	275	354	338	29	373	109	155	327	297	162

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	8	4	7	3	10	1	76	0
ALASKA	1	2	0	0	1	3	19	0
ARIZONA	7	1	3	0	6	3	42	1
ARKANSAS	1	0	0	6	1	0	34	3
CALIFORNIA	44	93	101	38	112	244	1,350	110
COLORADO	2	1	1	1	3	2	14	4
CONNECTICUT	8	9	0	6	3	15	79	0
DELAWARE	5	3	5	3	5	0	37	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	9	7	7	4	9	1	76	4
GEORGIA	4	4	1	2	18	1	42	7
HAWAII	2	2	2	1	2	1	21	0
IDAHO	3	1	3	1	4	1	20	1
ILLINOIS	6	2	13	1	4	2	46	21
INDIANA	17	8	7	7	17	0	152	2
IOWA	7	6	6	1	13	4	94	5
KANSAS	1	1	0	2	0	2	13	0
KENTUCKY	7	4	6	3	6	1	60	0
LOUISIANA	2	0	2	1	2	1	10	12
MAINE	7	1	7	0	7	12	96	7
MARYLAND	9	30	5	0	3	0	72	0
MASSACHUSETTS	0	0	2	0	1	0	16	0
MICHIGAN	0	3	3	0	3	0	63	27
MINNESOTA	19	0	12	10	28	3	151	0
MISSISSIPPI	3	7	2	7	6	0	68	0
MISSOURI	16	2	12	0	18	2	140	0
MONTANA	1	0	1	0	0	0	2	1
NEBRASKA	2	2	2	2	0	.	17	1
NEVADA	0	0	0	0	0	0	4	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	9	0	0	0	0	0	19	2
NEW MEXICO	3	0	0	0	0	0	7	6
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	13	5	7	2	14	1	107	3
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	15	11	12	6	16	6	142	5
OKLAHOMA	9	6	9	1	7	2	73	2
OREGON	2	0	1	0	1	3	13	5
PENNSYLVANIA	1	0	0	0	5	5	20	91
PUERTO RICO	0	0	1	0	7	28	72	82
RHODE ISLAND	0	0	0	0	0	0	0	5
SOUTH CAROLINA	4	6	6	4	10	5	78	3
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	11	9	11	4	15	2	102	8
TEXAS	75	85	90	50	100	113	951	20
UTAH	3	3	2	0	11	0	19	1
VERMONT	0	0	1	0	0	0	1	1
VIRGINIA	9	9	11	8	8	0	77	15
WASHINGTON	4	8	4	0	4	0	48	0
WEST VIRGINIA	3	0	1	2	4	1	28	3
WISCONSIN	9	6	5	0	9	1	55	0
WYOMING	0	0	0	0	0	.	1	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	1	0	8	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	362	341	371	176	494	467	4,636	461
50 STATES, D.C. & P.R.	361	341	371	176	493	467	4,628	461

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	0	0	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	2	7	7	2	3	3	7	2	6	3
COLORADO	2	1	0	0	0	0	2	0	2	1
CONNECTICUT	0	0	0	0	0	0	0	0	0	0
DELAWARE	0	1	0	0	0	0	1	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	1	0	0	0
FLORIDA	0	1	3	2	2	3	1	0	3	3
GEORGIA	0	0	0	0	0	0	0	0	0	0
HAWAII	0	0	0	2	0	0	2	0	0	0
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0
INDIANA	1	1	0	1	0	0	1	0	0	3
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0
MAINE	0	0	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	0	0	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.	.	.
MINNESOTA	0	1	3	3	0	0	2	3	2	0
MISSISSIPPI	1	0	0	0	0	0	0	0	0	0
MISSOURI	2	2	2	0	0	2	2	2	0	0
MONTANA	0	0	0	0	0	0	1	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	3	2	2	3	2	3	2	3	2	2
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	1	2	1	0	0	1	1	2	1	1
OKLAHOMA	0	1	1	1	1	1	1	1	0	0
OREGON	1	0	0	1	1	0	0	1	2	0
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	6	2	0	0	0	0	3	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	1	1
TENNESSEE	7	0	0	0	0	0	0	0	0	0
TEXAS	1	7	3	3	1	0	7	7	5	7
UTAH	2	2	2	0	1	0	1	2	2	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0	0	0
WASHINGTON	1	1	1	1	1	0	1	1	0	1
WEST VIRGINIA	1	0	0	0	1	0	1	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	33	31	25	19	13	13	37	24	27	22
50 STATES, D.C. & P.R.	33	31	25	19	13	13	37	24	27	22

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ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER
EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	2	0	0	0	0	0	2	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	4	4	4	4	6	17	81	10
COLORADO	2	1	0	0	1	0	12	0
CONNECTICUT	0	0	0	0	0	0	0	0
DELAWARE	1	0	0	0	0	0	3	0
DISTRICT OF COLUMBIA	0	1	1	0	0	0	3	0
FLORIDA	3	2	3	2	3	1	32	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	4	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0
INDIANA	2	0	0	0	2	1	12	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	1
MAINE	0	0	0	0	0	0	0	0
MARYLAND	2	5	0	0	0	0	7	0
MASSACHUSETTS	0	0	0	0	0	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	3	0	2	1	0	22	0
MISSISSIPPI	1	0	0	0	0	0	2	0
MISSOURI	2	2	2	0	2	0	20	0
MONTANA	0	0	0	0	0	0	1	0
NEBRASKA	0	0	0	0	0	.	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	3	2	2	3	3	2	39	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	2	2	2	1	1	0	18	0
OKLAHOMA	1	1	1	1	1	0	12	1
OREGON	1	0	0	0	2	0	9	0
PENNSYLVANIA	0	0	0	0	0	0	0	5
PUERTO RICO	4	1	1	0	8	28	53	66
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	0	2	0	2	0	8	0
SOUTH DAKOTA	2	0	0	0	0	0	4	2
TENNESSEE	0	7	0	0	0	0	14	0
TEXAS	7	7	7	6	5	8	81	0
UTAH	3	3	3	3	2	0	26	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	0	0	0	1	0	9	0
WEST VIRGINIA	0	0	0	0	0	0	3	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	.	0	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	46	41	28	22	40	57	478	86
50 STATES, D.C. & P.R.	46	41	28	22	40	57	478	86

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

BEST COPY AVAILABLE

TABLE AF1

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 3-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1991-92	1992-93	1992-93 LESS 1976-77	1992-93 LESS 1991-92	1992-93 LESS 1976-77	1992-93 LESS 1991-92
ALABAMA	1,276,000	1,159,000	1,155,768	-120,232	-3,232	-9.42	-0.28
ALASKA	171,000	178,000	184,188	13,188	6,188	7.71	3.48
ARIZONA	788,000	1,042,000	1,065,950	277,950	23,950	35.27	2.30
ARKANSAS	704,000	669,000	670,305	-33,695	1,305	-4.79	0.20
CALIFORNIA	7,092,000	8,325,000	8,404,782	1,312,782	79,782	18.51	0.96
COLORADO	900,000	924,000	942,826	42,826	18,826	4.76	2.04
CONNECTICUT	1,021,000	803,000	794,300	-226,700	-8,700	-22.20	-1.08
DELAWARE	205,000	178,000	178,772	-26,228	772	-12.79	0.43
DISTRICT OF COLUMBIA	227,000	134,000	125,646	-101,354	-8,354	-44.65	-6.23
FLORIDA	2,525,000	3,126,000	3,194,673	669,673	68,673	26.52	2.20
GEORGIA	1,778,000	1,882,000	1,896,573	118,573	14,573	6.67	0.77
HAWAII	321,000	299,000	302,533	-18,467	3,533	-5.75	1.18
IDAHO	297,000	333,000	340,956	43,956	7,956	14.80	2.39
ILLINOIS	3,802,000	3,142,000	3,140,735	-661,265	-1,265	-17.39	-0.04
INDIANA	1,854,000	1,580,000	1,565,409	-288,591	-14,591	-15.57	-0.92
IOWA	970,000	778,000	779,259	-190,741	1,259	-19.66	0.16
KANSAS	763,000	706,000	708,859	-54,141	2,859	-7.10	0.40
KENTUCKY	1,181,000	1,042,000	1,042,458	-138,542	458	-11.73	0.04
LOUISIANA	1,444,000	1,302,000	1,299,403	-144,597	-2,597	-10.01	-0.20
MAINE	368,000	333,000	327,976	-40,024	-5,024	-10.88	-1.51
MARYLAND	1,437,000	1,241,000	1,248,747	-188,253	7,747	-13.10	0.62
MASSACHUSETTS	1,930,000	1,479,000	1,453,544	-476,456	-25,456	-24.69	-1.72
MICHIGAN	3,267,000	2,630,000	2,629,520	-637,480	-480	-19.51	-0.02
MINNESOTA	1,393,000	1,237,000	1,247,292	-145,708	10,292	-10.46	0.83
MISSISSIPPI	882,000	812,000	804,162	-77,838	-7,838	-8.83	-0.97
MISSOURI	1,587,000	1,415,000	1,414,507	-172,493	-493	-10.87	-0.03
MONTANA	265,000	233,000	237,166	-27,834	4,166	-10.50	1.79
NEBRASKA	528,000	457,000	460,216	-67,784	3,216	-12.84	0.70
NEVADA	211,000	325,000	336,618	125,618	11,618	59.53	3.57
NEW HAMPSHIRE	281,000	293,000	292,214	11,214	-786	3.99	-0.27
NEW JERSEY	2,398,000	1,916,000	1,914,046	-483,954	-1,954	-20.18	-0.10
NEW MEXICO	447,000	472,000	480,608	33,608	8,608	7.52	1.82
NEW YORK	5,814,000	4,601,000	4,574,769	-1,239,231	-26,231	-21.31	-0.57
NORTH CAROLINA	1,883,000	1,794,000	1,789,361	-93,639	-4,639	-4.97	-0.26
NORTH DAKOTA	230,000	187,000	183,594	-46,406	-3,406	-20.18	-1.82
OHIO	3,687,000	3,000,000	2,982,279	-704,721	-17,721	-19.11	-0.59
OKLAHOMA	906,000	902,000	910,566	4,566	8,566	0.50	0.95
OREGON	752,000	782,000	796,281	44,281	14,281	5.89	1.83
PENNSYLVANIA	3,793,000	3,041,000	3,018,856	-774,144	-22,144	-20.41	-0.73
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	254,000	248,603	-59,397	-5,397	-19.28	-2.12
SOUTH CAROLINA	1,035,000	1,016,000	1,013,215	-21,785	-2,785	-2.10	-0.27
SOUTH DAKOTA	241,000	209,000	212,441	-28,559	3,441	-11.85	1.65
TENNESSEE	1,413,000	1,330,000	1,335,112	-77,888	5,112	-5.51	0.38
TEXAS	4,446,000	5,181,000	5,237,382	791,382	56,382	17.80	1.09
UTAH	481,000	661,000	675,822	194,822	14,822	40.50	2.24
VERMONT	168,000	157,000	154,802	-13,198	-2,198	-7.86	-1.40
VIRGINIA	1,754,000	1,658,000	1,658,593	-95,407	593	-5.44	0.04
WASHINGTON	1,217,000	1,362,000	1,393,266	176,266	31,266	14.48	2.30
WEST VIRGINIA	592,000	489,000	487,541	-104,459	-1,459	-17.65	-0.30
WISCONSIN	1,613,000	1,387,000	1,396,590	-216,410	9,590	-13.42	0.69
WYOMING	136,000	142,000	145,920	9,920	3,920	7.29	2.76
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	72,782,000	68,598,000	68,855,004	-3,926,996	257,004	-5.40	0.37

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
19OCT93

TABLE AF2

ESTIMATED RESIDENT POPULATION FOR CHILDREN BIRTH THROUGH AGE 2

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1991-92	1992-93	1992-93 LESS 1976-77	1992-93 LESS 1991-92	1992-93 LESS 1976-77	1992-93 LESS 1991-92
ALABAMA	168,571	180,000	181,666	13,095	1,666	7.77	0.93
ALASKA	22,985	35,000	34,685	11,700	-315	50.90	-0.90
ARIZONA	119,758	192,000	197,480	77,722	5,480	64.90	2.85
ARKANSAS	101,600	103,000	103,552	1,952	552	1.92	0.54
CALIFORNIA	905,356	1,671,000	1,741,441	836,085	70,441	92.35	4.22
COLORADO	119,945	155,000	157,567	37,622	2,567	31.37	1.66
CONNECTICUT	107,425	145,000	144,671	37,246	-329	34.67	-0.23
DELAWARE	24,031	31,000	31,959	7,928	959	32.99	3.09
DISTRICT OF COLUMBIA	21,879	29,000	26,056	4,177	-2,944	19.09	-10.15
FLORIDA	326,497	563,000	575,384	248,887	12,384	76.23	2.20
GEORGIA	238,240	321,000	323,000	84,760	2,000	35.58	0.62
HAWAII	44,038	56,000	57,181	13,143	1,181	29.84	2.11
IDAHO	48,199	49,000	49,643	1,444	643	3.00	1.31
ILLINOIS	480,209	547,000	552,410	72,201	5,410	15.04	0.99
INDIANA	241,571	247,000	245,922	4,351	-1,078	1.80	-0.44
IOWA	120,258	116,000	115,341	-4,917	-659	-4.09	-0.57
KANSAS	97,703	114,000	111,450	13,747	-2,550	14.07	-2.24
KENTUCKY	159,859	155,000	156,245	-3,614	1,245	-2.26	0.80
LOUISIANA	191,706	206,000	206,207	14,501	207	7.56	0.10
MAINE	45,342	51,000	49,222	3,880	-1,778	8.56	-3.49
MARYLAND	151,497	231,000	234,092	82,595	3,092	54.52	1.34
MASSACHUSETTS	199,539	266,000	265,433	65,894	-567	33.02	-0.21
MICHIGAN	398,356	436,000	438,780	40,424	2,780	10.15	0.64
MINNESOTA	168,494	202,000	198,788	30,294	-3,212	17.98	-1.59
MISSISSIPPI	124,496	124,000	123,935	-561	-65	-0.45	-0.05
MISSOURI	199,462	228,000	227,047	27,585	-953	13.83	-0.42
MONTANA	35,337	34,000	34,073	-1,264	73	-3.58	0.21
NEBRASKA	68,482	72,000	71,060	2,578	-940	3.76	-1.31
NEVADA	27,087	63,000	64,567	37,480	1,567	138.37	2.49
NEW HAMPSHIRE	34,650	51,000	48,700	14,050	-2,300	40.55	-4.51
NEW JERSEY	274,354	348,000	350,843	76,489	2,843	27.88	0.82
NEW MEXICO	62,481	79,000	80,656	18,175	1,656	29.09	2.10
NEW YORK	671,964	831,000	841,709	169,745	10,709	25.26	1.29
NORTH CAROLINA	241,141	298,000	298,811	57,670	811	23.92	0.27
NORTH DAKOTA	29,281	27,000	26,300	-2,981	-700	-10.18	-2.59
OHIO	455,603	482,000	477,953	22,350	-4,047	4.91	-0.84
OKLAHOMA	126,448	138,000	139,809	13,361	1,809	10.57	1.31
OREGON	102,271	126,000	126,503	24,232	503	23.69	0.40
PENNSYLVANIA	436,681	494,000	489,512	52,831	-4,488	12.10	-0.91
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	31,948	43,000	43,339	11,391	339	35.65	0.79
SOUTH CAROLINA	137,829	166,000	166,738	28,909	738	20.97	0.44
SOUTH DAKOTA	32,129	32,000	32,353	224	353	0.70	1.10
TENNESSEE	186,466	212,000	215,804	29,338	3,804	15.73	1.79
TEXAS	625,199	890,000	913,846	288,647	23,846	46.17	2.68
UTAH	92,796	106,000	106,058	13,262	58	14.29	0.05
VERMONT	20,577	25,000	23,578	3,001	-1,422	14.58	-5.69
VIRGINIA	210,395	282,000	285,578	75,183	3,578	35.73	1.27
WASHINGTON	153,444	232,000	235,129	81,685	3,129	53.23	1.35
WEST VIRGINIA	82,782	63,000	65,503	-17,279	2,503	-20.87	3.97
WISCONSIN	193,983	215,000	213,558	19,575	-1,442	10.09	-0.67
WYOMING	20,624	20,000	20,244	-380	244	-1.84	1.22
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,180,968	11,782,000	11,921,381	2,740,413	139,381	29.85	1.18

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
19OCT93

TABLE AP3

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 3-5

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1991-92	1992-93	1992-93 LESS 1976-77	1992-93 LESS 1991-92	1992-93 LESS 1976-77	1992-93 LESS 1991-92
ALABAMA	175,341	173,000	173,752	-1,589	752	-0.91	0.43
ALASKA	24,068	33,000	33,856	9,788	856	40.67	2.59
ARIZONA	120,127	176,000	182,879	62,752	6,879	52.24	3.91
ARKANSAS	101,569	100,000	100,601	-968	601	-0.95	0.60
CALIFORNIA	909,219	1,454,000	1,507,154	597,935	53,154	65.76	3.66
COLORADO	120,145	155,000	156,671	36,526	1,671	30.40	1.08
CONNECTICUT	113,358	137,000	139,725	26,367	2,725	23.26	1.99
DELAWARE	25,241	29,000	30,084	4,843	1,084	19.19	3.74
DISTRICT OF COLUMBIA	27,938	21,000	21,435	-6,503	435	-23.28	2.07
FLORIDA	344,352	525,000	546,418	202,066	21,418	58.68	4.08
GEORGIA	249,132	301,000	308,223	59,091	7,223	23.72	2.40
HAWAII	45,097	50,000	50,608	5,511	608	12.22	1.22
IDAHO	44,631	50,000	50,384	5,753	384	12.89	0.77
ILLINOIS	499,178	509,000	515,166	15,988	6,166	3.20	1.21
INDIANA	246,507	240,000	238,635	-7,872	-1,365	-3.19	-0.57
IOWA	118,766	118,000	117,669	-1,097	-331	-0.92	-0.28
KANSAS	96,784	115,000	114,213	17,429	-787	18.01	-0.68
KENTUCKY	162,249	152,000	153,016	-9,233	1,016	-5.69	0.67
LOUISIANA	198,917	203,000	200,627	1,710	-2,373	0.86	-1.17
MAINE	47,644	53,000	51,248	3,604	-1,752	7.57	-3.31
MARYLAND	164,831	216,000	221,118	56,287	5,118	34.15	2.37
MASSACHUSETTS	213,304	245,000	249,466	36,162	4,466	16.95	1.82
MICHIGAN	413,467	421,000	425,524	12,057	4,524	2.92	1.07
MINNESOTA	166,645	206,000	205,422	38,777	-578	23.27	-0.28
MISSISSIPPI	130,900	119,000	117,482	-13,418	-1,518	-10.25	-1.28
MISSOURI	205,393	226,000	224,903	19,510	-1,097	9.50	-0.49
MONTANA	35,214	37,000	36,135	921	-865	2.62	-2.34
NEBRASKA	69,511	73,000	72,741	3,230	-259	4.65	-0.35
NEVADA	27,838	58,000	60,734	32,896	2,734	118.17	4.71
NEW HAMPSHIRE	34,881	50,000	50,361	15,480	361	44.38	0.72
NEW JERSEY	290,746	321,000	329,352	38,606	8,352	13.28	2.60
NEW MEXICO	64,122	78,000	78,167	14,045	167	21.90	0.21
NEW YORK	702,865	757,000	775,304	72,439	18,304	10.31	2.42
NORTH CAROLINA	252,156	278,000	285,193	33,037	7,193	13.10	2.59
NORTH DAKOTA	30,231	29,000	27,888	-2,343	-1,112	-7.75	-3.83
OHIO	470,129	473,000	471,081	952	-1,919	0.20	-0.41
OKLAHOMA	126,173	138,000	138,529	12,356	529	9.79	0.38
OREGON	98,561	125,000	127,337	28,776	2,337	29.20	1.87
PENNSYLVANIA	460,377	483,000	485,208	24,831	2,208	5.39	0.46
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	40,000	40,984	5,622	984	15.90	2.46
SOUTH CAROLINA	144,888	156,000	158,376	13,488	2,376	9.31	1.52
SOUTH DAKOTA	32,481	33,000	33,361	880	361	2.71	1.09
TENNESSEE	192,024	201,000	204,955	12,931	3,955	6.73	1.97
TEXAS	634,321	851,000	860,885	226,564	9,885	35.72	1.16
UTAH	81,356	103,000	104,489	23,133	1,489	28.43	1.45
VERMONT	20,524	25,000	24,805	4,281	-195	20.86	-0.78
VIRGINIA	216,877	267,000	271,573	54,696	4,573	25.22	1.71
WASHINGTON	147,905	227,000	231,628	83,723	4,628	56.61	2.04
WEST VIRGINIA	84,025	65,000	64,828	-19,197	-172	-22.85	-0.26
WISCONSIN	192,191	222,000	221,142	28,951	-858	15.06	-0.39
WYOMING	19,946	21,000	21,230	1,284	230	6.44	1.10
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,429,510	11,138,000	11,312,565	1,883,055	174,565	19.97	1.57

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
19OCT93

BEST COPY AVAILABLE

TABLE AF4

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 6-17

STATE	NUMBER 1976-77	NUMBER 1991-92	NUMBER 1992-93	CHANGE IN NUMBER 1992-93 LESS 1976-77	CHANGE IN NUMBER 1992-93 LESS 1991-92	PERCENTAGE CHANGE IN NUMBER 1992-93 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1992-93 LESS 1991-92
ALABAMA	812,953	718,000	720,395	-92,558	2,395	-11.39	0.33
ALASKA	102,411	112,000	117,076	14,665	5,076	14.32	4.53
ARIZONA	490,548	641,000	667,169	176,621	26,169	36.00	4.08
ARKANSAS	450,431	423,000	424,768	-25,663	1,768	-5.70	0.42
CALIFORNIA	4,446,498	5,037,000	5,174,445	727,947	137,445	16.37	2.73
COLORADO	551,093	573,000	594,632	43,539	21,632	7.90	3.78
CONNECTICUT	671,319	482,000	486,970	-184,349	4,970	-27.46	1.03
DELAWARE	128,764	107,000	109,762	-19,002	2,762	-14.76	2.58
DISTRICT OF COLUMBIA	136,585	72,000	69,056	-67,529	-2,944	-49.44	-4.09
FLORIDA	1,586,530	1,910,000	1,984,024	397,494	74,024	25.05	3.88
GEORGIA	1,120,109	1,152,000	1,169,452	49,343	17,452	4.41	1.51
HAWAII	191,110	182,000	185,427	-5,683	3,427	-2.97	1.88
IDAHO	186,590	219,000	223,718	37,128	4,718	19.90	2.15
ILLINOIS	2,429,966	1,942,000	1,961,845	-468,121	19,845	-19.26	1.02
INDIANA	1,182,681	978,000	976,776	-205,905	-1,224	-17.41	-0.13
IOWA	632,399	492,000	501,793	-130,606	9,793	-20.65	1.99
KANSAS	473,180	444,000	452,519	-20,661	8,519	-4.37	1.92
KENTUCKY	746,989	651,000	654,876	-92,113	3,876	-12.33	0.60
LOUISIANA	923,076	825,000	830,967	-92,109	5,967	-9.98	0.72
MAINE	237,130	206,000	205,832	-31,298	-168	-13.20	-0.08
MARYLAND	928,271	753,000	771,210	-157,061	18,210	-16.92	2.42
MASSACHUSETTS	1,242,391	863,000	869,279	-373,112	6,279	-30.03	0.73
MICHIGAN	2,095,777	1,627,000	1,644,326	-451,451	17,326	-21.54	1.06
MINNESOTA	898,231	782,000	801,948	-96,283	19,948	-10.72	2.55
MISSISSIPPI	562,604	509,000	506,381	-56,223	-2,619	-9.99	-0.51
MISSOURI	1,003,075	887,000	897,841	-105,234	10,841	-10.49	1.22
MONTANA	169,330	152,000	155,287	-14,043	3,287	-8.29	2.16
NEBRASKA	332,339	291,000	295,737	-36,602	4,737	-11.01	1.63
NEVADA	135,073	201,000	211,867	76,794	10,867	56.85	5.41
NEW HAMPSHIRE	183,785	178,000	181,093	-2,692	3,093	-1.46	1.74
NEW JERSEY	1,587,994	1,173,000	1,183,315	-404,679	10,315	-25.48	0.88
NEW MEXICO	280,878	302,000	309,432	28,554	7,432	10.17	2.46
NEW YORK	3,793,733	2,779,000	2,805,033	-988,700	26,033	-26.06	0.94
NORTH CAROLINA	1,181,836	1,067,000	1,078,431	-103,405	11,431	-8.75	1.07
NORTH DAKOTA	144,042	118,000	117,822	-26,220	-178	-18.20	-0.15
OHIO	2,355,041	1,864,000	1,870,741	-484,300	6,741	-20.56	0.36
OKLAHOMA	564,589	568,000	579,218	14,629	11,218	2.59	1.97
OREGON	478,903	498,000	512,891	33,988	14,891	7.10	2.99
PENNSYLVANIA	2,454,642	1,853,000	1,869,714	-584,928	16,714	-23.83	0.90
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	147,000	148,312	-50,895	1,312	-25.55	0.89
SOUTH CAROLINA	645,989	616,000	620,164	-25,825	4,164	-4.00	0.68
SOUTH DAKOTA	151,333	135,000	138,225	-13,108	3,225	-8.66	2.39
TENNESSEE	899,154	816,000	825,792	-73,362	9,792	-8.16	1.20
TEXAS	2,779,661	3,227,000	3,296,986	517,325	69,986	18.61	2.17
UTAH	286,294	434,000	443,297	157,003	9,297	54.84	2.14
VERMONT	108,007	95,000	95,349	-12,658	349	-11.72	0.37
VIRGINIA	1,090,502	989,000	1,004,861	-85,641	15,861	-7.85	1.60
WASHINGTON	776,411	855,000	887,849	111,438	32,849	14.35	3.84
WEST VIRGINIA	380,112	308,000	307,838	-72,274	-162	-19.01	-0.05
WISCONSIN	,043,493	874,000	895,193	-148,300	21,193	-14.21	2.42
WYOMING	84,744	94,000	96,391	11,647	2,391	13.74	2.54
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	46,337,802	42,221,000	42,933,325	-3,404,477	712,325	-7.35	1.69

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CNTL(RPXXZZ1A)
19OCT93

BEST COPY AVAILABLE

TABLE AF5

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 18-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1991-92	1992-93	1992-93 LESS 1976-77	1992-93 LESS 1991-92	1992-93 LESS 1976-77	1992-93 LESS 1991-92
ALABAMA	287,706	268,000	261,621	-26,085	-6,379	-9.07	-2.38
ALASKA	44,521	33,000	33,256	-11,265	256	-25.30	0.78
ARIZONA	177,325	225,000	215,902	38,577	-9,098	21.76	-4.04
ARKANSAS	152,000	146,000	144,936	-7,064	-1,064	-4.65	-0.73
CALIFORNIA	1,736,283	1,834,000	1,723,183	-13,100	-110,817	-0.75	-6.04
COLORADO	228,763	196,000	191,523	-37,240	-4,477	-16.28	-2.28
CONNECTICUT	236,324	184,000	167,605	-68,719	-16,395	-29.08	-8.91
DELAWARE	50,995	42,000	38,926	-12,069	-3,074	-23.67	-7.32
DISTRICT OF COLUMBIA	62,477	41,000	35,155	-27,322	-5,845	-43.73	-14.26
FLORIDA	594,118	691,000	664,231	70,113	-26,769	11.80	-3.87
GEORGIA	408,759	429,000	418,898	10,139	-10,102	2.48	-2.35
HAWAII	84,792	67,000	66,498	-18,294	-502	-21.58	-0.75
IDAHO	65,779	64,000	66,854	1,075	2,854	1.63	4.46
ILLINOIS	872,856	691,000	663,724	-209,132	-27,276	-23.96	-3.95
INDIANA	424,812	362,000	349,998	-74,814	-12,002	-17.61	-3.32
IOWA	218,835	168,000	159,797	-59,038	-8,203	-26.98	-4.88
KANSAS	193,036	147,000	142,127	-50,909	-4,873	-26.37	-3.31
KENTUCKY	271,761	239,000	234,566	-37,195	-4,434	-13.69	-1.86
LOUISIANA	322,007	274,000	267,809	-54,198	-6,191	-16.83	-2.26
MAINE	83,226	74,000	70,896	-12,330	-3,104	-14.82	-4.19
MARYLAND	343,897	272,000	256,419	-87,478	-15,581	-25.44	-5.73
MASSACHUSETTS	474,305	371,000	334,799	-139,506	-36,201	-29.41	-9.76
MICHIGAN	757,757	582,000	559,670	-198,087	-22,330	-26.14	-3.84
MINNESOTA	328,124	249,000	239,922	-88,202	-9,078	-26.88	-3.65
MISSISSIPPI	188,496	184,000	180,299	-8,197	-3,701	-4.35	-2.01
MISSOURI	378,532	302,000	291,763	-86,769	-10,237	-22.92	-3.39
MONTANA	60,456	44,000	45,744	-14,712	1,744	-24.34	3.96
NEBRASKA	126,150	93,000	91,738	-34,412	-1,262	-27.28	-1.36
NEVADA	48,088	66,000	64,017	15,929	-1,983	33.12	-3.00
NEW HAMPSHIRE	62,335	65,000	60,760	-1,575	-4,240	-2.53	-6.52
NEW JERSEY	519,260	422,000	401,379	-117,881	-20,621	-22.70	-4.89
NEW MEXICO	102,000	92,000	93,009	-8,991	1,009	-8.81	1.10
NEW YORK	1,317,403	1,065,000	994,432	-322,971	-70,568	-24.52	-6.63
NORTH CAROLINA	449,008	449,000	425,737	-23,271	-23,263	-5.18	-5.18
NORTH DAKOTA	55,727	40,000	37,884	-17,843	-2,116	-32.02	-5.29
OHIO	861,830	663,000	640,457	-221,373	-22,543	-25.69	-3.40
OKLAHOMA	215,238	196,000	192,819	-22,419	-3,181	-10.42	-1.62
OREGON	174,536	159,000	156,053	-18,483	-2,947	-10.59	-1.85
PENNSYLVANIA	877,981	705,000	663,934	-214,047	-41,066	-24.38	-5.82
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	67,000	59,307	-14,123	-7,693	-19.23	-11.48
SOUTH CAROLINA	244,123	244,000	234,675	-9,448	-9,325	-3.87	-3.82
SOUTH DAKOTA	57,186	41,000	40,855	-16,331	-145	-28.56	-0.35
TENNESSEE	321,822	313,000	304,365	-17,457	-8,635	-5.42	-2.76
TEXAS	1,032,018	1,103,000	1,079,511	47,493	-23,489	4.60	-2.13
UTAH	113,350	124,000	128,036	14,686	4,036	12.96	3.25
VERMONT	39,470	37,000	34,648	-4,822	-2,352	-12.22	-6.36
VIRGINIA	446,620	402,000	382,159	-64,461	-19,841	-14.43	-4.94
WASHINGTON	292,683	280,000	273,789	-18,894	-6,211	-6.46	-2.22
WEST VIRGINIA	127,864	116,000	114,875	-12,989	-1,125	-10.16	-0.97
WISCONSIN	377,316	291,000	280,255	-97,061	-10,745	-25.72	-3.69
WYOMING	31,309	27,000	28,299	-3,010	1,299	-9.61	4.81
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	17,014,688	15,239,000	14,609,114	-2,405,574	-629,886	-14.14	-4.13

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
19OCT93

BEST COPY AVAILABLE

TABLE AF6

ENROLLMENT FOR STUDENTS IN GRADES PRE-KINDERGARTEN THROUGH TWELVE

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1991-92	1992-93	1992-93 LESS 1976-77	1992-93 LESS 1991-92	1992-93 LESS 1976-77	1992-93 LESS 1991-92
ALABAMA	752,507	726,115	727,533	-24,974	1,418	-3.32	0.20
ALASKA	91,190	115,277	119,528	28,338	4,251	31.08	3.69
ARIZONA	502,817	673,801	672,679	169,862	-1,122	33.78	-0.17
ARKANSAS	460,593	437,616	440,761	-19,832	3,145	-4.31	0.72
CALIFORNIA	4,380,300	5,140,000	5,200,000	819,700	60,000	18.71	1.17
COLORADO	570,000	593,030	612,635	42,635	19,605	7.48	3.31
CONNECTICUT	635,000	478,300	488,400	-146,600	10,100	-23.09	2.11
DELAWARE	122,273	101,543	104,799	-17,474	3,256	-14.29	3.21
DISTRICT OF COLUMBIA	125,848	80,092	80,937	-44,911	845	-35.69	1.06
FLORIDA	1,537,336	1,932,293	1,981,887	444,551	49,594	28.92	2.57
GEORGIA	1,095,142	1,177,324	1,203,620	108,478	26,296	9.91	2.23
HAWAII	174,943	174,249	176,923	1,980	2,674	1.13	1.53
IDAHO	200,005	225,680	231,668	31,663	5,988	15.83	2.65
ILLINOIS	2,238,129	1,851,000	1,814,798	-423,331	-36,202	-18.91	-1.96
INDIANA	1,163,179	958,240	958,397	-204,782	157	-17.61	0.02
IOWA	605,127	491,363	493,691	-111,436	2,328	-18.42	0.47
KANSAS	436,526	445,774	452,071	15,545	6,297	3.56	1.41
KENTUCKY	694,000	634,200	640,477	-53,523	6,277	-7.71	0.99
LOUISIANA	839,499	695,379	746,889	-92,610	51,510	-11.03	7.41
MAINE	248,822	216,887	217,042	-31,780	155	-12.77	0.07
MARYLAND	860,929	736,238	751,604	-109,325	15,366	-12.70	2.09
MASSACHUSETTS	1,172,000	841,785	858,095	-313,905	16,310	-26.78	1.94
MICHIGAN	2,035,703	1,587,082	1,595,100	-440,603	8,018	-21.64	0.51
MINNESOTA	862,591	775,567	784,420	-78,171	8,853	-9.06	1.14
MISSISSIPPI	510,209	501,525	504,013	-6,196	2,488	-1.21	0.50
MISSOURI	950,142	822,593	838,758	-111,384	16,165	-11.72	1.97
MONTANA	170,552	153,075	158,031	-12,521	4,956	-7.34	3.24
NEBRASKA	312,024	277,652	281,813	-30,211	4,161	-9.68	1.50
NEVADA	141,791	211,810	222,846	81,055	11,036	57.17	5.21
NEW HAMPSHIRE	175,496	173,881	175,979	483	2,098	0.28	1.21
NEW JERSEY	1,427,000	1,109,604	1,129,883	-297,117	20,279	-20.82	1.83
NEW MEXICO	284,719	297,006	303,417	18,698	6,411	6.57	2.16
NEW YORK	3,378,997	2,645,000	2,670,800	-708,197	25,800	-20.96	0.98
NORTH CAROLINA	1,191,316	1,092,447	1,106,876	-84,440	14,429	-7.09	1.32
NORTH DAKOTA	129,106	117,719	118,930	-10,176	1,211	-7.88	1.03
OHIO	2,249,440	1,758,071	1,780,000	-469,440	21,929	-20.87	1.25
OKLAHOMA	597,665	579,200	591,000	-6,665	11,800	-1.12	2.04
OREGON	474,707	498,608	510,229	35,522	11,621	7.48	2.33
PENNSYLVANIA	2,193,673	1,667,087	1,716,670	-477,003	49,583	-21.74	2.97
PUERTO RICO	688,592	642,579	640,059	-48,533	-2,520	-7.05	-0.39
RHODE ISLAND	172,373	140,915	143,043	-29,330	2,128	-17.02	1.51
SOUTH CAROLINA	620,711	627,471	633,424	12,713	5,953	2.05	0.95
SOUTH DAKOTA	148,080	131,576	134,573	-13,507	2,997	-9.12	2.28
TENNESSEE	841,974	832,330	845,328	3,354	12,998	0.40	1.56
TEXAS	2,822,754	3,435,749	3,235,052	412,298	-200,697	14.61	-5.84
UTAH	314,471	454,218	461,259	146,788	7,041	46.68	1.55
VERMONT	104,356	96,802	98,532	-5,824	1,730	-5.58	1.79
VIRGINIA	1,100,723	1,016,017	1,032,058	-68,665	16,041	-6.24	1.58
WASHINGTON	780,730	868,551	899,990	119,260	31,439	15.28	3.62
WEST VIRGINIA	404,771	320,249	317,719	-87,052	-2,530	-21.51	-0.79
WISCONSIN	945,337	821,550	830,964	-114,373	9,414	-12.10	1.15
WYOMING	90,587	99,330	100,313	9,726	983	10.74	0.99
AMERICAN SAMOA	9,950	13,360	13,862	3,912	502	39.32	3.76
GUAM	28,570	27,421	29,342	772	1,921	2.70	7.01
NORTHERN MARIANAS	.	6,817	7,310	.	493	.	7.23
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	23,344	22,749	-2,277	-595	-9.10	-2.55
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	45,090,301	42,552,392	42,908,776	-2,181,525	356,384	-4.84	0.84
50 STATES, D.C. & P.R.	45,026,755	42,481,450	42,835,513	-2,191,242	354,063	-4.87	0.83

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

DATA FOR SCHOOL YEARS 1991-92 AND 1992-93 ARE ESTIMATES FROM NCES.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(RPXXZZIA)
19OCT93

BEST COPY AVAILABLE

TABLE AG1

STATE GRANT AWARDS UNDER IDEA, PART B, CHAPTER 1 OF ESEA (SOP),
PRESCHOOL GRANT PROGRAM AND PART H

APPROPRIATION YEAR 1993
ALLOCATION YEAR 1993-1994

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	PRESCHOOL GRANT PROGRAM	PART H
ALABAMA	39,318,893	631,296	5,695,812	3,046,905
ALASKA	5,725,985	1,693,021	1,100,462	1,042,702
ARIZONA	26,143,705	594,186	4,387,813	3,312,138
ARKANSAS	19,783,737	1,186,401	3,593,118	1,736,776
CALIFORNIA	209,353,847	1,519,768	34,437,799	29,207,477
COLORADO	24,489,103	1,566,912	3,955,753	2,642,716
CONNECTICUT	27,952,797	2,390,118	4,507,461	2,426,424
DELAWARE	4,776,037	1,203,731	1,307,998	1,042,702
DISTRICT OF COLUMBIA	945,018	2,351,528	187,595	1,042,702
FLORIDA	104,592,488	4,477,931	12,757,968	9,650,350
GEORGIA	46,625,933	848,819	7,353,890	5,417,361
HAWAII	5,563,277	426,080	664,708	1,042,702
IDAHO	9,082,030	391,839	1,898,850	1,042,702
ILLINOIS	82,807,368	24,421,649	17,072,663	9,265,029
INDIANA	47,531,918	3,276,474	6,566,579	4,124,608
IOWA	25,136,645	508,217	4,020,008	1,934,501
KANSAS	18,881,451	1,148,308	3,389,274	1,869,241
KENTUCKY	32,460,531	910,991	9,329,550	2,620,544
LOUISIANA	31,975,285	1,476,982	5,868,636	3,458,507
MAINE	11,505,794	468,306	1,940,948	1,042,702
MARYLAND	37,256,290	2,362,907	5,816,198	3,926,195
MASSACHUSETTS	56,209,644	12,011,939	7,590,969	4,451,846
MICHIGAN	66,435,966	7,151,727	11,087,334	7,359,225
MINNESOTA	34,337,829	1,134,043	7,114,595	3,334,075
MISSISSIPPI	25,525,335	278,377	3,706,118	2,078,640
MISSOURI	43,544,354	1,184,871	4,540,696	3,808,036
MONTANA	7,551,512	199,459	1,375,946	1,042,702
NEBRASKA	14,836,365	325,761	2,180,982	1,191,819
NEVADA	9,204,471	245,549	1,706,085	1,082,919
NEW HAMPSHIRE	8,429,146	856,646	1,019,958	1,042,702
NEW JERSEY	74,901,680	3,119,868	11,062,223	5,884,344
NEW MEXICO	16,691,475	99,609	2,265,178	1,352,764
NEW YORK	130,780,157	8,784,711	23,973,074	14,117,157
NORTH CAROLINA	53,614,133	833,572	9,382,727	5,011,663
NORTH DAKOTA	4,906,695	293,549	724,532	1,042,702
OHIO	86,845,058	2,184,179	11,527,519	8,016,235
OKLAHOMA	28,672,243	600,292	4,069,492	2,344,879
OREGON	21,907,150	4,966,453	3,618,967	2,121,710
PENNSYLVANIA	76,765,830	11,398,949	11,541,552	8,210,103
PUERTO RICO	12,700,625	0	3,231,221	3,045,563
RHODE ISLAND	8,719,636	612,496	1,386,286	1,042,702
SOUTH CAROLINA	32,494,223	596,604	6,328,762	2,796,532
SOUTH DAKOTA	6,121,659	210,102	1,669,156	1,042,702
TENNESSEE	46,191,225	927,154	6,728,325	3,619,468
TEXAS	154,128,665	5,190,669	19,509,927	15,327,041
UTAH	20,284,596	866,135	2,837,566	1,778,806
VERMONT	3,810,064	851,458	691,297	1,042,702
VIRGINIA	50,967,673	1,511,479	8,310,331	4,789,719
WASHINGTON	37,610,466	1,911,810	7,851,682	3,943,587
WEST VIRGINIA	17,932,324	657,683	2,649,232	1,098,617
WISCONSIN	38,469,610	3,005,403	8,991,288	3,581,798
WYOMING	4,816,302	229,383	1,022,174	1,042,702
AMERICAN SAMOA	2,304,814	11,874	25,111	400,457
GUAM	5,568,393	67,080	123,340	880,891
NORTHERN MARIANAS	1,421,321	81,754	11,078	249,519
PALAU	649,032	67,285	8,863	79,593
VIRGIN ISLANDS	4,221,664	70,309	56,131	522,340
BUR. OF INDIAN AFFAIRS	25,342,342	.	.	2,606,756
U.S. AND OUTLYING AREAS	2,046,821,809	126,393,696	325,772,800	213,280,000
50 STATES, D.C. & P.R.	2,007,314,243	126,095,394	325,548,277	208,540,444

STATE GRANT AWARDS ARE INITIAL ALLOCATIONS FOR THE 1993 APPROPRIATION.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL.CNTL(GFXXNX1A)
19OCT93

NOTES FOR APPENDIX A

Notes to the tables found in Appendix A contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for eleven States. These variations affected the way data were reported for the IDEA, Part B and the Chapter 1 ESEA (SOP) child counts, and the educational environment, personnel employed and needed, exiting and anticipated services collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A.1 State Reporting Patterns
Child Count Data 1992-93, Other Data 1991-92

Differences from OSEP Reporting Categories

Where H = Reported in the hearing impairments category
M = Reported in the multiple disabilities category
O = Reported in the orthopedic impairments category
P = Reported in the primary disability category
R = Reported in other disability categories

States	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Arizona			M	
Colorado		O		
Delaware	P			
Florida	P[1]			R
Georgia	P			
Michigan		O	H	O
Minnesota	P			
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wyoming	P[2]			

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[1] Florida reported counts of teachers employed and needed for students with multiple disabilities under the count for cross categorical teachers.

[2] Wyoming reported in this fashion for all tables except the table for the number of special education teachers employed and needed. In this table, teachers were reported only in two categories: speech and language impairments and cross categorical.

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IDEA, Part B

Arizona -- The State reported that the increase in the number of 3- through 5-year-old students served from 1991-92 to 1992-93 was probably the result of an extensive effort to assist school districts and Indian reservations in identifying and providing services to preschool students. The increase in the number of students with other health impairments was probably due to increased service provision to students with attention deficit disorder (ADD).

Arkansas -- The State indicated that the increase in the number of students with other health impairments who received services under Part B from 1991-92 to 1992-93 was probably due to increased service provision to students with ADD.

Bureau of Indian Affairs -- The Bureau of Indian Affairs did not report data for 3- through 5-year-old students. The BIA indicated that the responsibility for providing preschool services has shifted from the BIA to the tribes. The tribes have assumed responsibility for reporting these data. However, procedures for collecting and reporting the data have not been implemented.

Colorado -- The State indicated that the increase in the number of 3- through 5-year-old students served from 1991-92 to 1992-93 was a result of the implementation of Colorado's preschool mandate.

Connecticut -- The State indicated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was probably due to increased service provision to students with ADD.

Georgia -- The State indicated that the increase in the number of 3- through 5-year-old students served from 1991-92 to 1992-93 was probably due to a legislative mandate requiring statewide services for three- and four-year-olds. The primary factors that contributed to the increase in the number of students with other health impairments were the increased service provision to students with ADD, students with other neurologically based impairments where other health impairments eligibility has been determined (e.g., tourette's syndrome), and students who need special education but do not fit the typical profiles of other categories.

Illinois -- The State did not report counts of students with multiple disabilities. The data were presented under the students' primary disabilities.

Kansas -- The State indicated that the increase in the number of students with other health impairments who received services under Part B from 1991-92 to 1992-93 was probably due to increased service provision to students with ADD and attention deficit hyperactivity disorder.

Maryland -- The State postulated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was due to increased service provision to students with ADD in the 6 through 11 age group.

Massachusetts -- The State indicated that the changes in the number of students with various disabilities who received services under Part B were a result of the application of a new formula for the distribution of students by disability condition. Massachusetts is prohibited by state law from collecting data by disability condition. The addition of the new disability conditions, autism and traumatic brain injury, necessitated the development of a formula that incorporated these categories.

Missouri -- The State postulated that the increase in the number of students with other health impairments was due to increased service provision to students with ADD and attention deficit hyperactivity disorder.

Nebraska -- The State combined counts of students with traumatic brain injury with counts of students with other health impairments.

Nevada -- The State indicated that the increase in the number of 3- through 5-year-old students served from 1991-92 to 1992-93 was a result of the implementation of Nevada's preschool mandate. The decrease in the number of students with orthopedic impairments and the increase in the number of students with other health impairments were due to the modification of the state's disability categories. Nevada commenced collection of district-level information on students with other health impairments and orthopedic impairments. In the past, Nevada did not collect data on these categories. Students in these categories were reported under the physical impairments category. Students in the physical impairments category were cross-walked into the Federal disabilities categories based on placement indicators. Currently, data on students with these disabilities are collected at the district level.

New Hampshire -- The State indicated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was probably due to increased identification of and service provision to students with ADD.

New Mexico -- The State indicated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was partially due to an increase in the number of medically fragile students who entered the school system. Another contributing factor was a recent growth in the number of preschoolers receiving special education services. Many of these preschoolers were identified as having other health impairments when they entered elementary school.

North Carolina -- The State indicated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was probably due to increased inclusion of students with ADD in the other health impairments category.

Ohio -- The State indicated that the increase in the number of 3- through 5-year-old students served from 1991-92 to 1992-93 was probably due to the enactment of a preschool mandate. Ohio indicated that the increase in the number of students with other health impairments and the decrease in the number of students with orthopedic impairments were primarily due to the separate reporting of data in these categories. Prior to the 1992-93 school year students with other health impairments were reported in the orthopedic impairment category.

Tennessee -- The State thought that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was the result of recent Federal guidelines regarding students with ADD and attention deficit hyperactivity disorder.

Virginia -- The State postulated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was due to increased service provision to students with ADD.

Wisconsin -- The State indicated that the increase in the number of students with other health impairments from 1991-92 to 1992-93 was probably due to increased service provision to students with ADD and attention deficit hyperactivity disorder.

Chapter 1 (SOP)

Colorado -- The State indicated that the decrease in the number of 3- through 5-year-old students who received services under Chapter 1 (SOP) from 1991-92 to 1992-93 was a result of its preschool mandate. One result of this mandate was a shifting of the majority of preschoolers from state-supported preschool programs to local public school programs.

Illinois -- The State did not report counts of students with multiple disabilities. The data were presented under the students' primary disabilities. Illinois indicated that the increase in the number of birth through 2-year-old students served from 1991-92 to 1992-93 was probably due to a continuing effort to identify and provide services to infants and toddlers with disabilities. The State suggested that the increase in the number of students with speech or language disabilities was probably due to an increased number of students who became eligible under state categorical reimbursements.

Massachusetts -- The State indicated that the changes in the number of students with various disabilities who received services under Chapter 1 (SOP) from 1991-92 to 1992-93 were due to the application of a new formula for the distribution of students by disability condition. Massachusetts is prohibited by state law from collecting data by disability condition. The addition of the new disability conditions, autism and traumatic brain injury, necessitated the development of a formula that incorporated these categories.

Nebraska -- The State combined counts of students with traumatic brain injury with counts of students with other health impairments.

New York -- The State indicated that the increase in the number of birth through 2-year-old students served from 1991-92 to 1992-93 was probably due to the lead agency for Part H, the Department of Health, becoming recognized as an Chapter 1 (SOP) agency. The State thought that the decrease in the number of students with SED was a result of increased monitoring of assessments in New York City, where there had been concern over the disproportional number of black students assigned to this category. The decrease in the number of students with other health impairments was probably due to the separate reporting of students with autism. In the past, students with autism had been reported in the other health impairments category.

Oklahoma -- The State indicated that the increase in the number of birth through 2-year-old students served from 1991-92 to 1992-93 was probably due to increased identification and service provision to infants and toddlers as a result of the introduction of uniform standards for identification by the State legislature.

South Carolina -- The State indicated that the increase in the number of birth through 2-year-old students served from 1991-92 to 1992-93 was probably due to the increased identification and service provision to infants and toddlers with disabilities.

Texas -- The State indicated that the decrease in the number of students with multiple disabilities from 1991-92 to 1992-93 was a result of more accurate reporting of students by disability categories. In the past, many students were incorrectly classified as having multiple disabilities.

Wisconsin -- The State indicated that the increase in the number of birth through 2-year-old students from 1991-92 to 1992-93 was primarily due to the lead agency for Part H, the Department of Health and Social Services (DHSS), becoming eligible for Chapter 1 (SOP) funding.

Tables AB1-AB24: Educational Environments

Alabama -- The State did not report any students in parent-initiated private school placements. Alabama did not report placement data for 3-through 5-year-old students. The missing data was submitted after the production of this report.

American Samoa -- American Samoa noted that students with mental retardation who were served in regular classes and resource rooms had mild disabilities. American Samoa has noncategorical eligibility and placement. American Samoa also indicated that as a unitary system, i.e., the SEA and LEA are the same, the distinction between students served under Chapter 1 (SOP) in state-operated or state-supported programs and students served under Chapter 1 (SOP) in local education agency programs was not applicable.

California -- The State did not have a mechanism for reporting students served in private residential facilities in 1991-92, however, these data were collected in the 1992-93 school year. California did not report students served in parent-initiated private school placements and did not report the educational placement of students served under Chapter 1 (SOP) in local educational agency programs.

Illinois -- The State did not report counts of students with multiple disabilities. The data were presented under the students' primary disabilities. Illinois did not report placement data for 3- through 5-year-old students. The State said that it did not collect the data necessary to report the educational placement of students who received special education services under Chapter 1 (SOP) in local education agencies.

Indiana -- The State indicated that the increase in the number of students served under Part B in resource rooms, public separate facilities, and private schools, and the decrease in Chapter 1 (SOP) public separate school facility placements from 1990-91 to 1991-92 were due to legislation passed in 1991 by the Indiana General Assembly that required local public school districts to provide services to early childhood (age 3-5) students with disabilities.

Kansas -- The State indicated that the shift in homebound/hospital placements from Chapter 1 (SOP) to Part B was the result of a state policy encouraging LEAs to serve preschool students in local school districts.

Massachusetts -- The State indicated that data were not available for students served in parent-initiated private school placements.

Michigan -- The State reported that there are no private separate school facilities within the State.

Minnesota -- The State did not report any students served in parent-initiated private school placements.

Missouri -- The State indicated that sampling was employed in the collection of placement data.

Montana -- The State did not report students in parent-initiated private school placements.

North Dakota -- The State did not report students in parent-initiated private school placements.

Ohio -- The State combined placement data for the other health impairments and orthopedic impairments categories. The data were presented under the orthopedic impairments category. Ohio did not report students in parent-initiated private school placements. State law prohibits districts from placing students in private residential facilities. Ohio indicated that the increase in Part B resource room placements and the decrease in Part B separate class placements were due to efforts by the state to serve students in more integrated settings. Ohio also stated that the decrease in the Chapter 1 (SOP) public separate school facility placements was a result of Ohio's preschool mandate, i.e., this mandate has resulted in more preschool students receiving services in resource rooms rather than in separate facilities.

Oregon -- The State did not report any students in parent-initiated private school placements.

Puerto Rico -- Puerto Rico did not report placement data for 3- through 5-year-old students.

Texas -- The State did not report students in correctional facilities. Texas indicated that they were unable to report placement data for students who received services under Chapter 1 (SOP) in state-operated or state-supported programs separately from students who received services under Chapter 1 (SOP) in local educational agency programs. They stated that approximately 80 percent of Chapter 1 (SOP) students receive services in local educational agency programs.

Wyoming -- The State did not report placement data for 3- through 5-year-old students. The State did not report students in parent-initiated private school placements.

Tables AC1-AC3: Personnel

Personnel Employed

Illinois -- The State combined counts of teachers of students having other health impairments and teachers of students having serious emotional disturbance. The data were presented under the latter category. Illinois did not include data on teachers of students with deaf-blindness because students with deaf-blindness were combined with either students with hearing impairments or students with visual impairments. Illinois did not report counts of work-study coordinators. The State indicated that the increase in the number of counselors from 1990-91 to 1991-92 was probably due to a change in the City of Chicago reporting procedures for this category.

Kansas -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities and presented the data under the multiple disabilities category. Student counts were combined in the same fashion.

Massachusetts -- The State is prohibited by State law from collecting data by disability condition. The State reported all teachers as serving students in cross-categorical classrooms. Massachusetts did not report counts of work-study coordinators, audiologists, recreation therapists, other diagnostic staff, supervisors/administrators (SEA), and non-professional staff.

Michigan -- The State did not report counts of other diagnostic staff, counselors, and non-professional staff.

Minnesota -- The State indicated that the increase in the number of vocational education teachers from 1990-91 to 1991-92 was probably due to an expansion of the category to include other vocational staff that work with special needs students, e.g., evaluation and placement specialists.

Montana -- All Montana schools use cross-categorical special education classrooms. Therefore, the full-time equivalencies of the teachers employed to serve students with each disability are an estimate based on contact hours per week.

New York -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities. The data were presented under the multiple disabilities category. Also, the State did not report data for personnel employed as vocational education teachers, work-study coordinators, school social workers, other diagnostic staff, counselors, and non-professional staff. New York indicated that the decrease in the number of physical education teachers employed to serve students with disabilities was probably due to more accurate reporting. In the past, school districts reported the number of positions instead of reporting the number of FTE employed.

Northern Marianas -- The Northern Marianas only reported counts of teachers serving students in cross-categorical classrooms.

Ohio -- Prior to the 1992-93 school year, the State did not report counts of teachers of students with other health impairments because students with other health impairments were reported in the orthopedic impairment category.

Oregon -- The State indicated that the increase in the number of teacher aides from 1990-91 to 1991-92 was probably due to the expanded use of instructional assistants to support educational efforts.

South Dakota -- The State reported all teachers as serving students in two categories: speech or language impairments and cross categorical programs. The State indicated that the decrease in the total number of personnel employed reflected efforts by the SEA to get LEAs to report the FTE personnel providing special education services rather than the total number of personnel.

Texas -- The State reported all teachers as serving students with hearing impairments, speech-language impairments, or as serving students in cross-categorical classrooms.

Washington -- The State reported all teachers as serving students in two categories: speech or language impairments and cross-categorical programs. Washington also did not report counts of vocational education teachers, physical education teachers, work-study coordinators, audiologists, recreation therapists, and other diagnostic staff.

Wisconsin -- The State combined the counts of teachers of students with other health impairments with teachers of students with orthopedic impairments. The data were presented under the orthopedic impairments category. Wisconsin reported the count of teachers of students with multiple disabilities under the count of teachers of students in cross-categorical programs.

Wyoming -- The State did not report counts of vocational education teachers and work-study coordinators because the State does not fund these positions for special education.

572

Illinois -- The State combined counts of teachers of students having other health impairments and teachers of students having SED. The data were presented under the latter category. Also, Illinois did not include data on teachers of students with deaf-blindness because students with deaf-blindness were combined with either students with hearing impairments or students with visual impairments.

Kansas -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities and presented the data under the multiple disabilities category. Student counts were combined in the same fashion.

Maryland -- The State did not report counts of work-study coordinators, counselors, and supervisors/administrators (SEA).

Massachusetts -- The State only reported counts of teachers serving students in cross-categorical classrooms due to state law prohibiting data collection by disability. Massachusetts also did not report counts of work-study coordinators, audiologists, teacher aides, recreation therapists, other diagnostic staff, supervisors/administrators (SEA), and non-professional staff. The State indicated that the decrease in the number of teachers needed was probably due to efforts by the State to report more accurate data.

Michigan -- The State did not report counts of other diagnostic staff, counselors, and non-professional staff.

Minnesota -- The State did not report teachers of students with multiple disabilities because students with multiple disabilities were reported under the students' primary disabilities.

Montana -- Montana schools use only cross-categorical special education classrooms. Therefore, the counts of teachers needed to provide special education services were reported under cross-categorical programs.

New York -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities. The data were presented under the multiple disabilities category.

North Dakota -- The State only reported counts of teachers of students in the disability categories of mental retardation, speech or language impairments, visual impairments, SED, and learning disabilities. North Dakota also did not report counts of physical education teachers, work-study coordinators, occupational therapists, audiologists, recreation therapists, other diagnostic staff, physical therapists, supervisors/administrators (SEA), and non-professional staff.

Ohio -- Prior to the 1992-93 school year, the State did not report counts of teachers of students with other health impairments because students with other health impairments were reported in the orthopedic impairment category.

South Dakota -- The State reported all teachers as serving students in two categories: speech or language impairments and cross categorical programs. The State indicated that the decrease in the total number of personnel needed reflected efforts by the SEA to get LEAs to report the FTE personnel providing special education services rather than the total number of personnel.

Table AD1 and AD2: Exiting

California -- The State indicated that the changes in the number of students with various disabilities exiting the educational system from 1990-91 to 1991-92 were a result of the use of an unit record system to collect and report data at the disability level. In the past, the total number of students exiting were apportioned among the disability categories according to their distribution in the child count.

Colorado -- The State indicated that the reported data represents students who exited during a six-month period.

Connecticut -- The State indicated that calculation and coding errors resulted in information being submitted for the 1990-91 and 1991-92 school years that substantially exceeded the actual dropout rate. Corrected data addressing these issues were submitted after the production of the tables in this report.

Illinois -- The State did not report exiting data for students with multiple disabilities. The data were presented under the students' primary disabilities.

Massachusetts -- The State did not collect data for "graduation through certificate or completion of IEP requirement" because all students graduate with diplomas. The State did not collect data for "status unknown." Massachusetts is prohibited by state law from collecting data by disability. Assignment to disabilities is based on a formula.

New Jersey -- The State did not report exiting data for 14- and 15-year-old students because state law mandates that students cannot leave the educational system until they are 16 years old. New Jersey did not collect data for "graduation through certification or completion/fulfillment of IEP requirement" since all students who graduate receive a diploma. The State indicated that exiting data represented a weighted sample comprised of half of the school districts in the state. Each school district reports exiting data every other year. The three largest districts report exiting data every year.

Ohio -- The State combined exiting data for the other health impairments and orthopedic impairments categories. The data were presented under the orthopedic impairments category.

Pennsylvania -- The State indicated that "graduation with a certificate" was not a valid basis of exit in the State.

Table AE1: Anticipated Services

Illinois -- The State did not report data on anticipated services for the multiple disabilities category. The data were reported under the students' primary disability.

Ohio -- Ohio combined counts of students served as having other health impairments with counts of students served as having orthopedic impairments. The data were presented under the orthopedic impairments category.

NOTES FOR IDEA, PART H DATA

Notes for State data on infants and toddlers served under the Part H program (as reported in Chapter 2) contain information on the ways States collected and reported data differently from the OSEP data collection formats and instructions. Year-to-year changes have not been tracked for data other than child count because many States had not yet fully implemented Part H.

Counts of Infants and Toddlers Served (1992-93)

Pennsylvania -- The December 1 child count for the Chapter 1 program included 47 children counted exclusively under P.L. 99-457.

Vermont -- The number of children waiting services was actually the number of estimated children eligible for Part H services. There was no waiting list for entry to services.

Early Intervention Services (1991-92)

California -- Other early intervention services included vision services and assistive technology services. The State reported that the count of early intervention services provided was complicated due to the collection of data across departments. Confidentiality requirements made it impossible to accurately determine the overlap in clients and service counts between the Departments of Education (CDE) and Developmental Services (DDS). Consequently, the State was unable to provide an accurate, unduplicated count. Departments' data systems have different definitions of the specific services required by OSEP. The methods by which services are captured and coded vary between departments. Not all services provided to a client would necessarily be available in a State-level database. Not all services provided by local educational agencies were reported to CDE. Only the first four services provided were available in State databases. For DDS, only services purchased through a vendored program would be captured in the DDS data systems, while services provided at the DDS regional centers would be identified in the client's case records and were not directly available for counting. Each department uses a few reporting codes to report more than one early intervention service. The lead agency made assumptions for grouping service codes in order to complete this report.

Colorado -- Other early intervention services included assistive technology devices services and vision services.

Connecticut -- Other services included translators, play groups for siblings, and parenting groups.

Florida -- Counts did not include data from the Florida Department of Health and Rehabilitative Services (HRS), which served the largest portion of this target population.

Kentucky -- The count of children receiving services was based on a March 1, 1992 count rather than December 1.

Massachusetts -- The State did not provide early intervention services based upon provider categories. Rather, all disciplines may provide State-defined early intervention services. For the purposes of this table, service allocation was determined primarily by the ratio of specific discipline to total number of staff.

Michigan -- Data on services were estimated. Michigan assumed that the 1991 and 1992 populations and services were approximately the same and weighted the data from a partial count of children in 1992 on the basis of 1991 counts.

Minnesota -- Data were not available.

Missouri -- Other early intervention services included vision services.

Montana -- Other early intervention services included support coordination.

New Hampshire -- Other early intervention services included transdisciplinary services.

New Jersey -- Services were reported under Chapter 1.

North Carolina -- Data were reported only from eight of the 41 area early intervention programs.

Washington -- These numbers represented two months of Year 4 participation.

Wisconsin -- Other early intervention services included vision services and assistive technology. Data did not reflect all early intervention services under public supervision. Some county and city public health agencies provided services to this population as well. Respite care was provided outside of the early intervention system. Speech and language pathology was not identified as a separate service in Chapter 1 data. Therefore, the data have been extrapolated from the primary diagnosis. Other agencies providing early intervention services that were not included in these reports were not "under public supervision" in that they were not under contract with the county.

Service Settings (1991-92)

California -- Accurate age breakouts were not available. Current procedures for local reporting of data complicated the determination of the primary location in which services are provided. The California Education Code, for example, required that infants and toddlers receive both home-based and group-based (i.e., center-based) services, although the specific amount of time in each location was not reported to the State. As a general practice, infants up to age 18 months were to receive services primarily in the home. Therefore, for the purposes of this report, infants under the age of one year were reported as receiving services in a home-based setting. For the Department of Developmental Services (DDS), many children receive services regularly and primarily in an Infant Development Program. These children were reported under the category of early intervention classroom/center. All other DDS clients under age three received at least some services at the regional centers, although they may also receive one or more vendored services at other locations. These children were reported under the category of outpatient service facility. The State was unable to provide an unduplicated count because confidentiality and data system requirements precluded an accurate count. Furthermore, counts for DDS clients were not broken down by age, although, as noted, education settings are essentially age-specific.

Florida -- Other settings included Redlands Migrant Association and subsidized child care.

Georgia -- Other settings included Department of Family and Children's Services, private child care center, city library, and Department of Mental Health and Mental Retardation Services.

Kentucky -- Data did not include home sites or other off-agency sites.

Massachusetts -- Virtually all families enrolled receive services in a variety of settings appropriate to the families needs and desires. This cannot be shown without duplicating the count. All placements reported in home.

Michigan -- Data on services were estimated. Michigan assumed that the 1991 and 1992 populations and services were approximately the same and weighted the data from a partial count of children in 1992 on the basis of 1991 counts.

Minnesota -- Minnesota did not have a system in place which enabled the State to determine breakdowns of children being served by age in various settings.

New Hampshire -- Counts by discrete ages were not available.

New Jersey -- Settings were reported under Chapter 1 (SOP).

Washington -- These numbers represent two months of Year 4 Part H participation. The residential setting is not used for infants in Washington.

Wisconsin -- Data were estimated based on location of special education only. Different services may be offered to a specific child or family in different settings. In order to accurately report this information, the setting needs to be coded for each individual service. For the Chapter 1 (SOP) programs, the data represent the primary setting in which children and families receive most of their services. The State was unable to break out the settings by age groups, although the State is aware that many center-based programs offer a home-based model for children under 18 months.

APPENDIX B

OSEP SPECIAL EDUCATION PERSONNEL TRAINING ACTIVITIES

Table B.1 Full- and Part-Time Students Enrolled in Preservice Training Funded by Division of Personnel Preparation (DPP). Number and Distribution, FY 1992

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students
Adaptive physical education	144	1.69
Art therapy	0	0.00
Audiology	164	1.93
Autism	8	0.09
Counseling	69	0.81
Cross-categorical	269	3.16
Deaf-blindness	32	0.38
Early intervention	1,257	14.79
Health services	1	0.01
Hearing impairments	405	4.76
Instructional/assistive technology	76	0.89
Interpreting	58	0.68
Mental retardation	311	3.66
Multiple disabilities	124	1.46
Occupational therapy	108	1.27
Orientation and mobility	27	0.32
Orthopedic impairments	57	0.67
Other professions	30	0.35
Other non-instructional	1	0.01
Other diagnostic	3	0.04
Other health impairments	6	0.07
Paraprofessional	201	2.36
Physical therapy	103	1.21
Psychology	254	2.99
Recreational therapy	72	0.85
Regular education	135	1.59
Respite care	0	0.00
Serious emotional disturbance	513	6.03
Severe disabilities	302	3.55
Social work	10	0.12
Special education (general)[a]	1,184	13.93
Specific learning disability	497	5.85
Speech or language impairments	1,344	15.81
Supervision/administration	33	0.39
Teacher aide	9	0.11

Table B.1 (cont'd)

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students
Traumatic brain injury	0	0.00
Visual impairments	313	3.68
Vocational education	30	0.35
Work study coordination	16	0.19
Other (specify)	335	3.94
Total	8,501	100.00

a/ This category reports individuals who are receiving dual certification, or are certified in more than one area.

Note: The data collection intrument has a new format with an expanded list of training categories.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

581

Table B.2 Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1992

Category	Number of Students	Percentage of all DPP Funded Students	Number of Doctoral Students	Percentage of all DPP Funded Students
Adaptive physical education	41	1.40	2	4.26
Art therapy	0	0.00	0	0.00
Audiology	84	2.86	2	4.26
Autism	1	0.03	0	0.00
Counseling	92	3.14	0	0.00
Cross-categorical	42	1.43	3	6.38
Deaf-blindness	5	0.17	0	0.00
Early intervention	282	9.61	3	6.38
Health services	0	0.00	0	0.00
Hearing impairments	155	5.28	7	14.89
Instructional/assistive technology	6	0.20	0	0.00
Interpreting	2	0.07	0	0.00
Mental retardation	116	3.95	0	0.00
Multiple disabilities	22	0.75	0	0.00
Occupational therapy	33	1.12	0	0.00
Orientation and mobility	7	0.24	0	0.00
Orthopedic impairments	55	1.87	0	0.00
Other non-instructional	0	0.00	0	0.00
Other diagnostic	0	0.00	0	0.00
Other professions	1	0.03	0	0.00
Other health impairments	5	0.17	0	0.00
Paraprofessional	71	2.42	0	0.00
Physical therapy	70	2.39	0	0.00
Psychology	498	16.97	3	6.38
Recreation therapist	11	0.37	2	4.26
Regular education	33	1.12	0	0.00
Respite care	0	0.00	0	0.00
Serious emotional disturbance	144	4.91	5	10.64
Severe disabilities	78	2.66	1	2.13
Social work	122	4.16	0	0.00
Special education (general)[a]	244	8.32	6	12.77
Specific learning disabilities	102	3.48	7	14.89
Speech or language impairments	465	15.85	3	6.38
Supervision/administration	24	0.82	2	4.26
Teacher aide	30	1.02	0	0.00
Traumatic brain injury	0	0.00	0	0.00

Table B.2 (cont'd)

Category	Number of Students	Percentage of all DPP Funded Students	Number of Doctoral Students	Percentage of all DPP Funded Students
Visual impairments	53	1.81	1	2.13
Vocational education	8	0.27	0	0.00
Work study coordination	4	0.14	0	0.00
Other (specify)	28	0.95	0	0.00
Total	2,934	100.00	47	100.00

[a] This category reports individuals who are receiving dual certification, or are certified in more than one area.

Note: The data collection instrument has a new format with an expanded list of training categories.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

Table B.3 State or Professional Certification Received in Programs Funded by DPP Grants: Number and Distribution, FY 1992

Category	Number of Students	Percentage of all DPP Funded Students
Adaptive physical education	31	0.8
Art therapy	0	0.0
Audiology	25	0.6
Autism	0	0.0
Counseling	11	0.3
Cross-categorical	66	1.6
Deaf-blindness	7	0.2
Early intervention	488	12.2
Health services	1	0.0
Hearing impairments	170	4.2
Instructional/assistive technology	0	0.0
Interpreting	11	0.3
Mental retardation	39	1.0
Multiple disabilities	38	0.9
Occupational therapy	25	0.6
Orientation and mobility	14	0.3
Orthopedic impairments	57	1.4
Other diagnostic	0	0.0
Other professions	0	0.0
Other non-instructional	0	0.0
Other health impairments	5	0.1
Paraprofessional	75	1.9
Physical therapy	60	1.5
Psychology	44	1.1
Recreational therapy	6	0.1
Regular education	5	0.1
Respite care	0	0.0
Serious emotional disturbance	176	4.4
Severe disabilities	92	2.3
Social work	0	0.0
Special education (general)[a]	1,690	42.1
Specific learning disabilities	152	3.8
Speech or language impairments	567	14.1
Supervision/administration	14	0.3
Teacher aide	0	0.0

Table B.3 (cont'd)

Category	Number of Students	Percentage of all DPP Funded Students
Traumatic brain injury	0	0.0
Visual impairments	92	2.3
Vocational education	11	0.3
Work study coordination	0	0.0
Other (specify)	40	1.0
Total	4,012	100.0

a/ This category reports individuals who are receiving dual certification, or are certified in more than one area.

Note: The data collection instrument has a new format with an expanded list of training categories.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

APPENDIX C

EVALUATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: SPECIAL STUDIES CONTRACTS

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through the present. All Special Studies contracts are listed and brief descriptions provided. The studies have been designed to provide information concerning the impact and effectiveness of the IDEA, formerly EHA.

Title	Contractor and Contract Number	Contract Period and Amount
1. **Assessment of State Information Capabilities under P.L. 94-142**	**Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562**	**9/30/76 - 9/30/77 $298,840**

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found that capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

2. **Development of a Sampling Procedure for Validating State Counts of Handicapped Children**	**SRI International Menlo Park, CA 300-76-0513**	**10/1/76 - 9/30/77 $267,790**

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of children with disabilities and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

3. **An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children**	**Council for Exceptional Children (CEC) Reston, VA 300-76-0515**	**10/1/76 - 9/30/77 $110,904**

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under IDEA, Part B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

	Title	Contractor and Contract Number	Contract Period and Amount
4.	**Implementation of the Individual Education Program**	**David Nero & Associates** **Portland, OR** **300-74-7915**	**9/30/76 - 12/30/77** **$433,000**

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the IDEA. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and in-service training programs.

5.	**Analysis of State Data**	**Team Associates** **Washington, D.C.** **300-76-0540**	**9/29/76 - 9/11/77** **$192,698** **9/12/77 - 6/30/78** **$175,396**

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress.*

6.	**Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies**	**SRI International** **Menlo Park, CA** **300-78-0030**	**1/16/77 - 9/16/78** **$197,707** **9/16/78 - 9/15/79** **$566,838** **9/15/79 - 2/28/81** **$498,112** **2/28/81 - 10/31/81** **$249,993** **11/1/81 - 12/15/82** **$250,006**

Description: The purpose of this study was to follow a small sample of school systems over a 5-year period to observe their progress in implementing the Act. Because Congress asked that the *Annual Report* describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

Title	Contractor and Contract Number	Contract Period and Amount
7. Criteria for Quality	**Thomas Buffington Associates** **Washington, D.C.** **300-77-0237**	**5/19/77 - 2/28/79** **$395,162**

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph included the relevant papers and a review by a panel of education practitioners.

8. National Survey of Individualized Education Programs	**Research Triangle Institute (RTI)** **Research Triangle Park, NC** **300-77-0529**	**1/16/77 - 9/16/78** **$197,707** **10/1/78 - 9/30/79** **$661,979** **10/1/79 - 10/30/80** **$125,181**

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for children with disabilities. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information-gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of children with disabilities have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9. A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142	**Roy Littlejohn & Associates** **Washington, D.C.**	**7/9/76 - 10/30/78** **$328,758**

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on the implementation of the individualized education program, and several have been raised by national teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L 94-142.

	Title	Contractor and Contract Number	Contract Period and Amount
10.	**Case Study of the Implementation of P.L. 94-142**	**Education Turnkey Systems** **Washington, D.C.** **300-77-0528**	**9/30/77 - 5/31/79** **$484,452**

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

11.	**Clarification of P.L. 94-142 for the Classroom Teacher**	**Research for Better Schools** **Philadelphia, PA** **300-77-0525**	**10/1/77 - 1/31/78** **$24,767**

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12.	**Study for Determining the Least Restrictive Environment Placement of Handicapped Children**	**Applied Management Sciences (AMS)** **Silver Spring, MD** **300-78-0427**	**9/12/78 - 1/10/80** **$369,770**

Description: The purpose of this study was to investigate the rules or criteria used by the courts and State hearing officers to determine the placements of children with disabilities, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

Title	Contractor and Contract Number	Contract Period and Amount
13. **Special Teens and Parents: Study of P.L. 94-142's Impact**	**ABT Associates, Inc. Washington, D.C. 300-78-0462**	**10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on secondary students with learning disabilities and their families. For four requirements of the law -- protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards -- the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of adolescents with learning disabilities.

14. **Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact**	**American Institutes for Research (AIR) Cambridge, MA 300-78-0463**	**10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

15. **The Quality of Educational Services: Study of P.L. 94-142's Impact**	**Huron Institute Cambridge, MA 300-78-0465**	**10/1/78 - 9/30/79 $51,239 10/1/79 - 8/31/80 $60,000**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to children with disabilities and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

Title	Contractor and Contract Number	Contract Period and Amount
16. **Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact**	**Illinois State University Normal, IL 300-78-0461**	**9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various disabilities and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

17. **Institutional Responses and Consequences: Study of P.L. 94-142's Impact**	**High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464**	**10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

18. **Project to Provide Technical Assistance in Data Analysis**	**Decision Resources Corporation Washington, D.C. 300-78-0467**	**10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919**
	300-82-0001	**10/1/82 - 9/30/83 $125,071 10/1/83 - 9/30/84 $144,171**
	300-84-0246	**10/1/84 - 9/30/85 $196,632 10/1/85 - 9/30/86 $348,564 10/1/86 - 10/31/87 $215,797**

Title	Contractor and Contract Number	Contract Period and Amount
Technical Assistance in Data Analysis, Evaluation, and Report Preparation	**Westat, Inc. (formerly Decision Resources Corporation) Rockville, MD 300-87-0155**	**10/1/87 - 9/30/92 $5,908,246**
	HS92035001	**10/1/92 - 9/30/93 $1,000,000 10/1/93 - 9/30/94 $1,321,000 10/1/94 - 9/30/95 $ 976,820**

Description: The purpose of this project in its early years was to analyze data already available from States. State data submitted to OSEP each year contain all numerical information required in the Act as well as extensive information on policies and procedures. State data were analyzed throughout the years of the contract period for dissemination to the field and for inclusion in the *Annual Report to Congress.*

The current project expands on the prior technical assistance contract. The purposes of the project are to (1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; (2) conduct studies to analyze significant and emerging issues in special education; (3) assist OSEP in providing guidance to State and local educators regarding educational reform issues; (4) assist States to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under IDEA; (5) facilitate information exchanges among Federal, State, and local special educators to discuss common concerns and goals; and (6) obtain, organize, and analyze information from multiple sources for reporting on the status of IDEA implementation, and the impact and effectiveness of IDEA implementation.

19. Identification of Future Trends in the Provision of Services to Handicapped Students	**Newtek Corporation Reston, VA 300-78-0302**	**6/1/78 - 9/30/78 $10,000**

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to children with disabilities. In 1978, at a conference held by Newtek Corporation, experts in those five areas discussed the trends and the implications of those trends with panel members representing various aspects of services to children with disabilities. Although in many cases the projected trends were too speculative to guide policy making, the conference highlighted some potentially important trends about which policy makers should be aware. A summary of the conference was published in *Focus on Exceptional Children.*

Title	Contractor and Contract Number	Contract Period and Amount
20. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	**Planning and Human Systems, Inc. Washington, D.C. 300-78-0128**	**5/1/78 - 12/15/78 $64,500**

Description: States that provide clear and convincing evidence that all children with disabilities have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Systems in 1978, to develop guidelines to be used in reviewing a State's request for a waiver. Development of the guidelines was based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

Title	Contractor and Contract Number	Contract Period and Amount
21. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669**	**10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906 10/1/82 - 3/31/83 $ 37,310**

Description: This study described LEA procedures for identifying, assessing, and placing students to determine whether or not procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

Title	Contractor and Contract Number	Contract Period and Amount
22. Survey of Special Education Services	**Rand Corporation Santa Monica, CA 300-79-0733**	**10/1/80 - 9/30/81 $225,402**

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by children with disabilities. As a result of cutbacks in Special Studies money, however, this contract was terminated at the end of the first year.

Title	Contractor and Contract Number	Contract Period and Amount
23. Study of Student Turnover Between Special and Regular Education	**SRI International Menlo Park, CA 300-79-0660**	**10/1/79 - 3/31/81 $220,299**

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which children with disabilities transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

24. Legal Conference on the Surrogate Parent Requirement	**Federation for Children with Special Needs Boston, MA 310-1-76-BH-02**	**5/1/79 - 8/31/79 $35,358**

Description: This project investigated the legal issues surrounding the surrogate parent requirement of P.L. 94-142 and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, reports of several States on their experience in implementing the parent surrogate requirement, and independent legal research formed the basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

25. Analysis of State and Local Implementation Efforts	**Newtek Corporation Reston, VA 300-79-0722**	**10/1/79 - 5/15/80 $31,854**

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, (1) investigated the special education budgetary process at the State level and (2) examined in detail budgetary processes in four LEAs, selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local funding processes for special education.

Title	Contractor and Contract Number	Contract Period and Amount
26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	**National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721**	**10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129 10/1/85 - 9/30/86 $195,051 10/1/86 - 9/30/87 $203,800**

Description: The Forum project, conducted by NASDSE, provided a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs were Forum participants. The project conducted analyses of important issues and practices in SEAs and LEAs in order to assist OSEP in providing technical assistance to the field as specified under Section 617 of IDEA. The communication network also operated as a mechanism to enable OSEP to obtain timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all children with disabilities. The project also provided technical assistance to participating SEAs and LEAs through the communication network.

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	**TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661**	**10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937**

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, Child Find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a national topical conference was conducted in June 1980.

Title	Contractor and Contract Number	Contract Period and Amount
28. **Verification of Procedures to Serve Handicapped Children**	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702**	**10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000**

Description: This study had two parts: an assessment component and a secondary school component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially having disabilities: referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary school component was conducted in two phases. The first phase examined the class schedules of 458 students with disabilities in 11 public high schools in two States. Data were collected concerning the number of students with disabilities that received services, the type of coursework taken, the extent to which students received services in integrated settings, and the extent to which they received services comparable to those of students without disabilities. In this phase, AMS identified and documented promising strategies for serving secondary students with disabilities. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

29. **Special Study on Terminology**	**SRA Technologies Mountain View, CA 300-84-0144**	**5/21/84 - 2/21/85 $209,670**

Description: This nine-month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the contract was to conduct a review and assessment of the impact of the terms "serious emotional disturbance" (SED) and "behavioral disorder" (BD), and their definitions on several service issues: (1) the number and type of children and youth currently being served (and anticipated to be served) in special and regular education programs; (2) identification, assessment, special education, and related services provided and the availability of such services; (3) settings in which special education and related services are provided; (4) attitudes of and relationships among parents, professionals, and children and youth; and (5) training of professional personnel providing special education services. The study also provided examples of SED children who were effectively and ineffectively served.

Title	Contractor and Contract Number	Contract Period and Amount
30. Longitudinal Study on a Sample of Handicapped Students	**SRI International Menlo Park, CA 300-84-0258 Design**	**9/27/84 - 9/27/85 $285,409 4/10/85 - 4/30/86 $212,103 6/3/85 - 4/30/86 $ 48,051 5/1/86 - 7/28/86 $100,000 7/29/86 - 10/15/86 $ 71,526**
	300-87-0054 Implementation	**4/22/87 - 4/30/90 $2,963,602 5/1/90 - 4/21/92 $2,129,845 5/1/92 - 1/31/94 $388,069**

Description: This contract was developed in response to the 1983 Amendments to EHA, now IDEA, which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development. In 1987, data were collected for the first time on a nationally representative sample of more than 8,000 youth with disabilities. Data were collected again on these same youth in 1990. Analyses are examining outcomes and related factors.

Title	Contractor and Contract Number	Contract Period and Amount
31. Survey of Expenditures for Special Education and Related Services at State and Local Levels	**Decision Resources Corporation Washington, D.C. 300-84-0257**	**9/30/84 - 9/29/85 $505,309 9/30/85 - 9/29/86 $506,465 9/30/86 - 9/29/87 $722,614 9/30/87 - 3/31/88 $167,341 4/01/88 - 2/28/89 $ 65,921**
		Total: $1,967,650

Description: This congressionally-mandated study was designed to provide OSEP with detailed expenditure data and to provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by disabilities and age grouping. Analyses focused on national expenditure estimates, service descriptions, and how Federal funds are used.

32. Technical Assistance to State Educational Agencies Participating in the State Educational Agency/Federal Evaluation Studies Program	**Research Management Corporation Fall Church, VA 300-85-0098**	**4/30/85 - 5/30/87 $313,924**

Description: Section 618(d)(3) of P.L. 99-457 authorizes the provision of technical assistance to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, (for example, quasi-experimentation, sampling, instrumentation, and case study research) to specific issues of participatory testing, survey methodology, questionnaire development, and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the 21 projects funded in 1984 and 1985. A synthesis report was prepared on the six 1984 studies that evaluated the impact and effectiveness of educational services for children with learning disabilities served within the regular education environment.

Title	Contractor and Contract Number	Contract Period and Amount
33. **A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities**	**Mathematica Policy Research** **Princeton, NJ** 300-85-0190	**9/1/85 - 5/31/86** **$331,189** **6/1/86 - 2/28/87** **$529,246** **3/1/87 - 11/30/87** **$283,564** **12/1/87 - 8/31/88** **$182,025** **9/1/88 - 2/28/89** **$ 79,971**

Total: $1,405,995

Description: This project provided previously unavailable data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with disabilities, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights *Survey of Special Purpose Facilities* was conducted in 1978-79. The findings of this study were summarized in chapter 3 of the 1991 *Annual Report to Congress.*

34. **State/Federal Information Forum for Program Improvement**	**National Association of State Directors of Special Education (NASDSE)** **Alexandria, VA** **HS92015001**	**10/1/92 - 9/30/93** **$451,522** **10/1/93 - 9/30/94** **$473,453**

Project FORUM will assist OSEP in developing and implementing a plan for the identification of State and local educational agency information for program improvement; assist OSEP in developing and implementing a plan that will organize, synthesize, interpret, and integrate information for program improvement; facilitate the ongoing communication of program and policy information between OSEP and State and local educational agencies; assist OSEP and State and local administrators by conducting analyses of critical and emerging issues that can be utilized to support policy and implementation decisions; and promote and facilitate the use of information for program improvement at all levels.

APPENDIX D

SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

THE ABILITIES PROJECT: DEVELOPING DESCRIPTORS FOR CHARACTERIZING INFANTS AND PRESCHOOLERS WITH DISABILITIES

North Carolina Department of Human Resources, FY 1990

The ABILITIES project was a cooperative effort between the North Carolina Department of Human Resources, Developmental Disabilities Section, and the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill. The purpose of the project was to investigate the utility of the ABILITIES Index, an alternative instrument for describing the functional abilities and limitations of young children with disabilities, independent of etiologic bases and/or manifestations of handicapping conditions. The project consisted of five related studies to examine the reliability, utility, and consumer perceptions of the instrument for use in early intervention.

Reliability Study

This study examined the extent to which parents and various professionals consistently rated children with the ABILITIES Index. The two central questions addressed the extent to which ABILITIES ratings are consistent across raters, and for an individual rater, how consistent they are across time. The sample included 254 children, 213 parents, 133 teachers, and 135 specialists (i.e., speech and language pathologists, physical therapists, occupational therapists, and psychologists). There were no significant differences in percent of agreement for any of the three combinations (i.e., parents-teachers, teachers-therapists, and parents-therapists); raters who varied considerably in expertise, discipline, and relationship to the child generally agreed as to the child's presenting characteristics. Ratings appear to be stable over a short period (i.e., five weeks), and for most domains, also over a long period. While the Index overall provides a highly reliable "picture" of the child, caution should be exercised in using individual item rankings for research or diagnostic purposes.

Team Consensus Study

The Team Consensus Study more fully examined the reliability of the ABILITIES Index among a group of experts from different disciplines. Two questions were addressed: 1) Do members of an interdisciplinary assessment team rate the same child in the same way? and 2) What is the relationship between individual team member ratings and a team consensus rating? A sample of 72 professionals from nine developmental evaluation centers participated. Respondents rated each child individually and then discussed the ratings at the child's staffing to develop a consensus rating. Perhaps due to the heterogeneous background of the raters or the limited time spent with the child, interrater reliability was found to be lower in this study than in the Reliability Study.

602

With regard to the second question, it was hypothesized that the ratings of individuals with expertise in a particular domain would more closely correspond to the team consensus rating than would the ratings of nonexperts. Mean ratings for several expert groups (medical professionals, occupational therapists, physical therapists, psychologists, and speech-language therapists) bore out the hypothesis, suggesting that, in coming to consensus, team members may "follow the lead" of the member perceived to have the greatest expertise in a given domain.

Criterion Study

To establish the validity of the ABILITIES Index, this study sought to determine the extent to which ratings on the ABILITIES Index could account for variability in developmental markers, intervention variables (mainstreamed versus self-contained placements) and traditional categorical labels (e.g, developmentally delayed). Two questions were addressed: 1) What is the relationship between functional characteristics, as measured by the ABILITIES Index, and developmental markers, assessed by the Battelle Developmental Inventory? and 2) To what extent can the ABILITIES Index complement or extend the differentiation of children grouped on the basis of traditional descriptors such as categorical labels or etiological markers? A total of 69 children from self-contained programs and 93 children from mainstreamed programs participated in the Time 1 testing; 50 children from self-contained settings and 23 children from mainstreamed settings were tested the second time. Correlations between ABILITIES domain scores and relevant BDI scores ranged from .53 to .73. Graphs based on aggregate ABILITIES ratings clearly differentiate children by intervention groups and by traditional categorical labels in terms of functional characteristics. These findings suggest that the ABILITIES Index is valid insofar as its ratings correspond to those of other systems of characterizing children. A third question was posed (i.e., Are functional characteristics of infants and preschoolers with disabilities associated with mainstreamed success?) but the nonrandom assignment of children to mainstreamed and self-contained groups, the small number of mainstreamed children who could be evaluated the second time, and the change in program status experienced by many of the children made it impossible to examine "mainstreamed success."

Consumer Validation Study

This study was conducted to determine the extent to which consumers perceive the ABILITIES Index to be understandable, acceptable, and useful. Two surveys were developed, one for parents and early intervention service providers (i.e., teachers, therapists, and DEC diagnostic specialists), and one for State agency representatives. A total of 209 parents, 91 teachers, 93 therapists, 55 diagnostic experts, and 71 state agency representatives participated. Mean ratings for all groups were positive, but there were statistically significant differences between groups, with parents consistently rating the index more positively. Parents' positive responses may indicate that the

Index will be particularly helpful as a way to involve families more meaningfully in the assessment process.

Descriptive Study

The purpose of this study was to use the index to describe all the children in a given service delivery system. The ABILITIES Index was used to describe two populations of infants and toddlers served in early intervention programs. ABILITIES Indexes and demographic information were collected for all children (n=323) in North Carolina's CASSP evaluation study programs and for a sample of children (n=379) served by Louisiana's part H programs. ABILITIES data were aggregated and graphed to present a visual representation of the functional needs of each population. Such population profiles could be useful to facilitate state and local program planning. Additionally, samples of children with hearing (n= 46) and physical disabilities (n=83) from the People's Republic of China were described using the Index, indicating potential for extending the use of the Index to the international level.

Conclusions

The ABILITIES project consisted of a series of five related studies. The ABILITIES Index was found to be a reliable, valid, useful, and acceptable way to describe the functional needs of children with disabilities. At a systems or population level, aggregate ratings on the ABILITIES Index can be used to describe populations in such a way that groups with different characteristics can be clearly differentiated from one another based on functional characteristics. Findings from this project also suggest that a system such as the ABILITIES Index could be used at the individual level as an alternative to categorical labeling.

DETERMINING THE UTILITY OF USING SPECIAL EDUCATION STUDENT OUTCOME PROFILES TO EVALUATE THE EFFECTIVENESS AND IMPACT OF SPECIAL EDUCATION SERVICES

New Hampshire State Department of Education, FY 1992

The Bureau for Special Education Services of the New Hampshire Department of Education conducted this feasibility study designed to determine the utility of special education student outcome profiles for evaluating the effectiveness and impact of special education services. The feasibility study examined how methodology and data profiles provided through a computerized school-based Student Outcome Information System (SOIS) could be used by local educators to systematically monitor the outcomes of students with disabilities and to evaluate the effectiveness of programs and services for these students.

The study objectives were:

1. To conduct pilot studies in two high schools and five elementary schools to determine how special education student outcome profiles can be used to evaluate the effectiveness and impact of special education services.

2. To identify the types of decisions that can be made to improve programs and services for students through the use of special education student outcome profiles.

From a methodological perspective, this feasibility study was designed to determine: 1) the types of variables that both special and regular education administrators felt were important in evaluating programs and services for students with disabilities; 2) data availability and accessibility for these variables; 3) the extent to which data for selected variables could be effectively imported from schools' administrative software; and, 4) how information in data profiles can be used by special and regular education staff for monitoring student performance and evaluating program effectiveness.

Through a structured process conducted by the study team, the special and regular education staff at each site achieved consensus on the variables they felt would allow them to monitor student performance and evaluate program effectiveness. Bringing the special and regular educators together to achieve consensus on the study variables was an essential element of creating understanding and ownership of a process that focussed on evaluation capacity at the local level. The meetings resulted in agreement on outcome variables (e.g., attendance rates, discipline/suspension rates, drop-out rates etc.), student variables (e.g., gender, grade level, family structure, disability etc.) and educational/process variables (e.g., regular education, special education, previously retained, reading level, math level etc.).

The feasibility study included the total population of special and regular education students from the five elementary schools. At the high school level, data were collected for two grade levels selected by the administrators. Data was collected on 2,373 students at the elementary level of which 196 were students with disabilities and data was collected on 2,617 students at the high school level of which 256 were students with disabilities. The data was collected from school records and New Hampshire's Special Education Information System (SPEDIS).

The SOIS provides almost unlimited capability to disaggregate data and depict outcomes by pertinent student and process variables. An array of SOIS profiles was generated through the feasibility study in order to determine their utility for monitoring student performance and examining program effectiveness in each of the participating schools. The types of profiles generated through the feasibility study included the following:

- **Population Profiles.** The population profiles depict the percentages of students in the school population that reflect the pertinent student and educational process variables. A population profile can be generated for any of the population sub-groups and depicts the specific characteristics of this population by all of the variables of interest.

- **Absence Profile.** The absence profile depicts absence rates by pertinent variables, and can be generated for any group (e.g., total school or by special education).

- **Disciplinary Incidents Profile.** This profile depicts the discipline rates of the population groups. For each population group, the number and percent of students involved in at least one disciplinary action or several disciplinary actions are depicted.

- **Grade Performance and Grade Distribution Profiles.** There are three types of grade profiles. Grade Performance Profiles depict the number and percent of students receiving 2 or more A's (i.e., experiencing positive progress in school) across their subject areas and the number and percent of students receiving 2 or more D's/F's (i.e., where grades suggest they are at risk of school failure) across their subject areas. Subject Area Grade Distribution Profiles depict grade distributions for designated populations by subject area, such as mathematics and show the proportion of grades received by the student sub-groups that were above satisfactory (A or B), satisfactory (C), or below satisfactory (D or F). Course Grade Distribution Profiles are generated for a single specific population and depict the proportion of students in that population enrolled in specific courses and the distribution of grades for each course.

- **Dropout Rate Profile.** The dropout rate profile depicts the percentage of students in each population group who dropped out and didn't return to school, as well as the students who dropped out and then re-entered.

For most of the variables, the feasibility study indicated that data were available and could be accessed efficiently from manual school records or administrative software. However, across the schools, the efficiency of accessing data varies according to the extent to which the school had instituted an integrated recordkeeping system, with most data computerized or easily located in a central location. The two high schools were far more advanced in this regard than the elementary schools.

Determining the utility of the profiles involved a focus on the extent to which the disaggregated data depicted in the profiles: 1) enabled local district staff to determine the extent to which students with disabilities and subgroups of this population were achieving satisfactory outcomes as compared to their peers; 2) enabled staff to identify variables which appeared to have either a positive or negative influence on student outcomes; and 3) addressed their evaluation questions.

The feasibility study contributed to a shared understanding among the participating special and regular education administrators of the combination of factors that must be considered in planning inclusive services for students with disabilities and in evaluating their effectiveness. The use of the SOIS to generate the profiles empowers local educators to identify program evaluation questions that are meaningful to them and to acquire the data that addresses these questions.

APPENDIX E

ABSTRACTS OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

State Agency/Federal Evaluation Studies Programs Funded in FY 92

DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION AND THE OHIO VALLEY EDUCATIONAL CONSORTIUM (KENTUCKY)

"Project PASS*PORT"

Project Director: Vaughn K. Lauer

Cost: Federal Share = $149,031
Agency Share = $183,381
Total = $332,412

Project Period: October 1992 to May 1994

Abstract:

Monitoring of IEPs has resulted in increased compliance with State and Federal regulations. Compliance with procedural regulations, however, does not assure that students achieve short-term goals and objectives or long-term valued outcomes. Moreover, the relationship among IEP content, children's needs and classroom instruction is unclear. If IEPs are to become tools of outcome assessment and accountability, they need to direct activities other than compliance with procedural regulations; that is, they should guide instruction and result in students' achievement of valued outcomes. The purpose of this study is to determine the feasibility of establishing a relationship among State and nationally identified outcome measures and IEPs so that IEPs may be used to direct student achievement of valued outcomes.

To redirect how IEPs are used will necessitate that IEPs have objectives related to valued outcomes and that measures of student achievement of these valued outcomes exist. The Performance Assessment for Self-Sufficiency (PASS) was developed by the American Institutes for Research for the Office of Special Education Programs (OSEP) to assess the functional skills and behaviors of students with disabilities who are exiting the educational system. An expert system is under development that will predict the services these students will need after they leave school. PASS may be useful to assess educational outcomes for students with disabilities if the outcomes measured correspond to valued outcomes at the national, State, or local level. The National Center for Educational Outcomes (NCEO), another OSEP sponsored project, has developed a model of educational outcomes for students with disabilities that specifies enabling outcomes (presence/participation; accommodation/adaptation/compensation) and educational outcomes (literacy, satisfaction, contribution/citizenship, physical/mental health, independence/responsibility, and social/behavioral skills).

Kentucky developed a set of valued outcomes under the Kentucky Education Reform Act (KERA); student IEPs are to address these outcomes. Delaware does not have a set of valued outcomes but rather a system for collecting data on special education outcomes, the Special Education Effectiveness Development System (SEEDS).

Three major questions will be addressed:

1. Is it feasible to establish a correspondence among the NCEO model, the PASS instrument, and outcome measures commonly used in Delaware and Kentucky?

2. Is it feasible to obtain PASS data from existing student records, namely IEPs?

3. Is it feasible to link IEP components, student demographics, and PASS items to State and national outcomes?

Both States will involve stakeholders in crosswalking the NCEO outcomes, the State outcomes/measures, and the PASS instrument; the stakeholders will also be involved in assessing the relationship between IEPs and the dimensions resulting from the crosswalking of the national and State outcomes and the PASS instrument. Teachers will be trained in using Project PASS. IEPs developed after the training will be assessed to determine the feasibility of linking IEPs to outcomes.

HAWAII DEPARTMENT OF HEALTH

"A Feasibility Study for an Evaluation of Part H Outcomes"

Project Director: Jean Johnson

Cost: Federal Share = $50,000

Agency Share = $33,3333

Total = $83,333

Project Period: January 1, 1993 to October 31, 1993

Abstract:

The first goal of America 2000 is that all children should start school ready to learn. This study seeks to address this goal by determining the feasibility of examining educational outcomes for children served with Part H funds. More particularly, it will assess the feasibility of evaluating the effectiveness of services provided to three groups of young Hawaiian children--those who are developmentally delayed, biologically at risk, and environmentally at risk--after they leave the Part H programs and before they enter school.

For comparative purposes, Hawaii is a particularly interesting State for a Part H study because it has the most inclusive definition of environmental risk of any State, and offers a broad array of services for environmentally at-risk children, who constitute the great majority of Part H eligible children in the State. Hawaii also maintains a computerized tracking system which follows children through early intervention and records transition and referral information.

This study will begin to address the question of what happens to children who age out of Part H. Of 59,000 children in Hawaii age zero to three, 2,800 are served under Part H. Twenty-two percent of children exiting Part H programs are referred to Part B programs. How many of these actually enroll in Part B is currently unknown, while even less information exists about receipt of services by, and educational and developmental outcomes for, the remaining 78 percent. However, determining how best to follow these children after they leave Part H requires more information than is presently available to the State concerning which data already exist, and in what form, across agency recordkeeping systems.

The goals of this feasibility study are to:

1. Determine, for each of the three Part H populations, the best way to follow children after they leave Part H;

2. Estimate the feasibility and costs of identifying services and developmental and/or educational outcomes for children after they exit Part H programs;

3. Estimate the expense of measuring developmental outcomes if these are not available;

4. Assess the possible barriers to the full evaluation project, design ways to minimize them, and estimate the probability of success in obtaining needed information for the evaluation; and

5. Develop the design for a full evaluation if adequate information has been generated.

The following activities will be conducted: literature and multi-agency records review; facilitation of interagency collaboration; devising a strategy to measure outcomes; developing a data collection and analysis plan; and conducting a pilot study.

MAINE DEPARTMENT OF EDUCATION

"Kids in the Middle: A Study of the Status of Children Aged 11-15, Diagnosed as Seriously Emotionally Disturbed"

Project Director: Susan D. Mackey-Andrews

Cost: Federal Share = $127,524

Agency Share = $115,347

Total = $242,871

Project Period: January 1, 1993 to December 31, 1994

Abstract:

Pressures to reform the nation's schools embodied in initiatives such as the National Education Goals, combined with provisions for greater inclusion of students with disabilities in regular educational settings contained in such measures as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Act (IDEA), has focused particular attention on students diagnosed with seriously emotional disturbance (SED). Nationally, during the 1989-90 school year, 52 percent of children reported with SED were concentrated in the 11-15 year old age group. Although even more likely than their peers with other disabilities to drop out of school, these adolescents can be as much as 10 times more expensive to educate than the average student. As a group, they were also more likely to be affected by poverty and neglect, adolescent pregnancy and drug use, and to be involved with the juvenile justice system.

The Maine Department of Education, in collaboration with the University of Maine at Orono, will conduct a study aimed at better understanding this key population. The proposed study will address the following questions about the State's student population of middle school age with serious emotional disturbance, between 11 and 15 years old:

1. What the characteristics of students with SED in Maine in terms of: age at identification, gender, years in special education, educational placement, exit status, rate of GED receipt, reclassification to/from another disability, socioeconomic status, and district of residence?

2. What are the factors associated with varying identification rates for SED in Maine?

    a. Are eligibility criteria for SED being applied uniformly in the State. If not, do criteria correlate with the rate of SED identification?

b. Does the availability of specialized diagnostic or treatment resources correlate with the rate of identification of SED?

c. What are the characteristics of the middle school model and to what extent does the presence of middle school features correlate with the rate of identification for SED?

d. To what extent is the use of student assistance teams (SATs) correlated with the rate of identification of SED students?

e. To what extent does district poverty correlate with the SED identification rate?

3. Among those factors associated with varying identification rates of SED, which are seen by local staff as most critical, and why?

4. How do schools/districts differentiate behaviors associated with emerging development from deviational behaviors associated with SED?

5. What needs, met or unmet, do parents of children 11-15 with SED have, in relation to the identification and special education process?

To answer these questions, a literature review will be performed, existing data will be obtained from the Maine Department of Education and from student records, and selected interviews will be conducted. Student specific information for students with SED served through Part B, IDEA, and Chapter 1 will be collected on age, placement (residential treatment facilities or similar special facilities) and exit status.

MARYLAND DEPARTMENT OF EDUCATION

"Services for Outcomes and Performance Assessment for Disabled Students"

Project Director: John Haigh

Cost: Federal Share = $167,923

Agency Share = $ 61,346

Total = $229,269

Project Period: October 1, 1992 to September 30, 1994

Abstract:

America 2000 focused the nation's attention on the need to change our approach to education. Six goals and four strategies were identified to improve the quality of education, including the need to better evaluate student progress. In response to this, the Maryland State Department of Education (MSDE) and the University of Maryland will conduct a study to identify educational outcomes and develop assessment devices for Maryland students with disabilities who have been exempt from the types of assessments given to students in general education.

The study's twin goals are to identify a viable set of educational outcomes for these students and to develop standards and procedures which the State can use to measure the effectiveness of the special education programs. The study will address the following questions:

1. What are the desired educational outcomes for the target students, who, due to their educational program, are exempted from the Maryland School Performance Assessment Program?
2. What are the indicators of those outcomes and how can they be validly and reliably measured at different points in time to draw comparisons and judgements about programs?
3. What resources and procedures are needed to support implementation of the assessment system by LEAs?

The assessment strategy will be dynamic and address an array of student performance attributes. To ensure that the resulting strategy is reliable, valid, and efficient, a task force comprising master teachers from urban, suburban, and rural schools, along with project personnel from the University of Maryland and MSDE, will provide input.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

"Determining the Utility of Using Special Education Student Outcome Profiles to Evaluate the Effectiveness and Impact of Special Education Services"

Project Director: Jane Weissmann

Cost: Federal Share = $49,858

Agency Share = $32,223

Total = $82,081

Project Period: October 1, 1992 to September 30, 1993

Abstract:

Since the passage of the Individuals with Disabilities Act (IDEA) and the America 2000 initiatives, there has been a growing awareness of the need for State and local education agencies to demonstrate the effectiveness of their educational programs. Few States, though, have developed the ability to track, use, and report student outcomes. Over the past year, New Hampshire and the Center for Resource Management have developed a data base containing most of the information necessary to monitor student progress. The goal of this current project is to study the viability of using this data base to monitor the performance of special education students.

The project's objectives are to:

- conduct pilot studies in two high schools and four elementary schools to determine how special education student outcome profiles can be used to evaluate the effectiveness and impact of special education services; and
- identify the types of decisions that can be made to improve programs and services for students through the use of special education student outcome profiles.

The database includes outcomes drawn from the literature and considered important in measuring a program's overall effectiveness, including: attendance rates, discipline/suspension rates, course participation, extracurricular participation, criterion-referenced measures, grades or other indicators of mastery in courses/core learning areas, test scores, personal development assessment results, and drop-out rates. These data formed the basis of a profile for each special education student by grade level, gender, disability, program placement, hours of service per week, related service, previous school attended, prior retention, participation in early intervention programs, and other nonspecial education programs.

To evaluate the use of the data base in examining the effectiveness of special education programs at the local level, and to make decisions about program improvements, pilot studies are being conducted and meetings will be held with administrators to refine program evaluation questions that can be addressed through the special education outcome profiles.

NORTH CAROLINA DEPARTMENT OF HUMAN RESOURCES

"An Evaluation of Family-Centered Coordinated Part H Services in North Carolina"

Project Director: Pat Vandiviere

Cost: Federal Share = $213,247

Agency Share = $145,644

Total = $358,891

Project Period: October 1, 1992 to September 30, 1994

Abstract:

Part H of the Individuals with Disabilities Act (IDEA) requires that all intervention services provided to at-risk infants and toddlers be family-centered and coordinated across disciplines and agencies. North Carolina, as part of its continued support for and participation in Part H of IDEA, is attempting to revise its early intervention services to better reflect these two elements of the Act.

The overarching goal of this study is to assess the implementation of the revised service delivery system in the State, in particular, with respect to family-centered services and the quality of local interagency coordination.

Data will be collected from parents and service providers using questionnaires, individual interviews, focus groups and analysis of Individualized Family Service Plans (IFSPs) and local interagency agreements. The study will:

1. describe the status of the implementation of family-centered service coordination;
2. identify enablers and barriers to family-centered and coordinated service delivery;
3. improve policies and practices; and
4. develop new instruments and utilize existing instruments for the purpose of statewide evaluation.

The information gained will be used to supplement the various program evaluation efforts currently underway in the State and to provide information to parents, service providers, policy makers, and preservice and in-service trainers. Changes in policy will result if the results of the evaluation indicate a need for change.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

"A Study of the Feasibility of Establishing Statewide Evaluation of IDEA"

Project Director: Lowell Harris

Cost: Federal Share = $50,000

Agency Share = $22,900

Total = $72,900

Project Period: September 1, 1992 to August 31, 1993

Abstract:

Since the passage of the Individuals with Disabilities Act (IDEA) and the America 2000 initiatives, there has been a growing awareness of the need to take a serious look at the quality of education and to justify the high cost of special education. Professional educators, parents, and policy makers have become dissatisfied with the practice of documenting inputs, processes, and compliance, and are increasingly interested in demonstrating program effectiveness by showing that students are learning.

This feasibility study is the first phase of a multi-phase study to develop a comprehensive evaluation system for programs for children with disabilities in North Carolina. The goal of the study will be to develop a conceptual framework and study design.

Tasks to be undertaken during the study will include:

1. conducting a comprehensive literature review;
2. developing a conceptual framework;
3. generating study questions;
4. developing a design and a list of participants and procedures;
5. developing analytic procedures;
6. facilitating an expert review of the conceptual framework; and
7. conducting a pilot study.

The results of the study are intended to provide the basis for a future proposal to conduct a full-blown evaluation that will aim to establish an effective statewide evaluation system for all public schools in North Carolina.

OREGON DEPARTMENT OF EDUCATION

"Evaluation of the Oregon Supported Education Plan and Local Systems Change"

Project Director: Patricia Jackson

Cost: Federal Share = $176,471

Agency Share = $ 86,399

Total = $262,870

Project Period: October 1, 1992 to September 30, 1994

Abstract:

This study will assess the impact of State and local educational reform policies and practices on the outcomes of special education restructuring initiatives for Supported Education. The Oregon Department of Education's (ODE) 1990 comprehensive education plan, which called on LEAs to support inclusion of students with IEPs in regular school settings, also required the Department to evaluate the effects of inclusion on instruction and learning. While this plan was being implemented, the State's politicians and educators were making other reforms in the educational system. However, no evaluation component was included to monitor the impact of these various reforms on the State's special education students. This study is designed to fill this void by evaluating the effect of these restructuring reforms and their impact on inclusion of all students in regular education settings.

The study's conceptual framework and technical design will be based on one developed during an earlier feasibility study. For this study, 25-30 teams of school personnel representing a cross-section of those Oregon school districts which were involved in the 1990-1993 ODE Comprehensive Plan will receive surveys. These teams will be trained by ODE to provide Supported Education to students with IEPs in regular education. In addition, 14 of the teams will also be interviewed and observed.

The goals of the study are to:

1. modify the 1991-92 feasibility study's conceptual framework, evaluation design, and measurement instruments, as needed, for the full evaluation study;

2. describe and analyze the impact and effectiveness of the ODE Comprehensive Plan on LEA policy, ODE activities, level of supported education, teacher instruction, and student outcomes;

3. analyze the LEA data to identify barriers to supported education and strategies to overcome these barriers, and determine the effects of implementing Supported Education over time; and

4. produce a report of the impact of the ODE Supported Education Goals on the LEA teams and their students.

This evaluation will use a participant-oriented design employing, observation, interviews, and survey methods to provide feedback to the ODE on the 30 LEAs.

OREGON DEPARTMENT OF EDUCATION

"The Oregon NTE Feasibility Study"

Project Director: Karen Brazeau

Cost: Federal Share = $79,587

Agency Share = $72,578

Total = $152,165

Project Period: October 1, 1992 to September 30, 1993

Abstract:

Oregon, like many other States, is caught in a dilemma. On the one hand, it faces a potential teacher shortage by the year 2000, when it is projected that 60 percent of its teachers will retire. On the other, it must ensure that an adequate supply of qualified general and special education teachers will be available and that student performance will improve by the end of the decade. Currently, there are two endorsements for special education teachers in Oregon. One is for severely handicapped learners and enables teachers to teach severely handicapped students only. The other endorsement, for handicapped learners, allows them to teach all students with Individual Education Program (IEPs).

The Oregon Teachers Standards and Practices Commission (TSPC) is attempting to assure the supply of special education teachers by increasing the available pool by offering the handicapped learner special education endorsement to any general education teacher holding a valid Oregon teaching certificate who has passed the special education subtests of the National Teachers Examination (NTE). Since this is a nontraditional certification process, the State is interested in its effectiveness.

The goals of this feasibility study are to collect a preliminary set of data to inform the State on this issue and to design a full-blown study to assess the effectiveness of these uniquely certified teachers.

To achieve the goals the study will:

1. gather demographics data;
2. conduct surveys; and
3. develop an appropriate research design.

The study will review existing data, identify additional data needs, design appropriate and effective ways to gather additional information, formulate research questions, and pilot test designs which may be useful in making policy decisions.

State Agency/Federal Evaluation Studies Programs Funded in FY 93

COLORADO DEPARTMENT OF EDUCATION

"A Feasibility Study for a State Evaluation of the Degree of Implementation and Effectiveness of Three Service Configurations, General/Special Education"

Project Director: Lois Adams

Cost: Federal Share = $ 75,245

Agency Share = $ 37,341

Total = $112,586

Project Period: January 1, 1994 - December 31, 1994

Abstract:

The major purpose of this project is to determine the feasibility of developing a conceptual framework that can be used effectively to examine three configurations of special education services. At present, most special education services are organized around a continuum of services from least to most restrictive placement. Each level of the continuum has a unique set of roles and responsibilities that are shared between the special and general educators. The conceptual framework developed for the feasibility study will focus on teacher roles and responsibilities, curriculum, instructional methods, and environmental components (e.g., student-student interaction, classroom climate, time-on-task etc.) in three instructional settings (i.e., services in general education classes with special education consultation, services in co-taught classes, and services in resource classes). The framework will attempt to identify the critical attributes that allow individualization of instruction for students with learning disabilities, mild mental retardation, or emotional disturbance while maintaining the instructional flow.

Once the conceptual framework has been developed, instruments will be developed that will differentiate the instructional practices for students with special needs among the three instructional configurations. A small scale pilot study will be conducted in at least one school to provide initial data and insight into the clarity and utility of the instruments.

The results of this feasibility study will provide: 1) a refined or revised framework for a more in-depth fullscale evaluation of the quality of service provided to special education students; and 2) instrumentation to compare and contrast service delivery modes for students with mild to moderate disabilities. The instruments, once appropriately revised in light of the feasibility study, are also likely to become part of a future state evaluation to investigate the "opportunities to learn" and related benefits of special education support within the regular education environment.

COLORADO DEPARTMENT OF EDUCATION

"Feasibility Study: Social Competence Outcomes and Indicators of Progress for Students with SED"

Project Director: Kay Cessna

Cost: Federal Share = $49,893

Agency Share = $32,014

Total = $81,907

Project Period: January 1, 1994 - December 31, 1994

Abstract:

The purpose of this feasibility study, to be conducted by the Colorado Department of Education, is to develop a model for measuring social competence and to determine the feasibility of constructing a measurement system to evaluate progress toward social competence for students identified as seriously emotionally disturbed. The model for measuring social competence will be based on the concept that the motivation of the student and the context of the social task interact to produce a set of probable behaviors with varying degrees of social value.

In previous evaluation studies, the Colorado Department of Education has attempted to determine the level of program implementation that students with severe emotional disturbance were receiving in Colorado. The data collected on programs have provided a picture of the resources, practices, and instruction that are currently used with seriously emotionally disturbed students. Efforts have been made to connect those data with information about the effects of the programs, i.e., the outcomes of the learners. This has been a great challenge, since the tools available to collect student outcome data related to the social, emotional, and behavioral IEP goals that apply to seriously emotionally disturbed students have not been adequate. The availability of measurement models and tools in the area of social competence would greatly enhance the ability to evaluate student progress and, ultimately, program effectiveness.

The proposed study consists of the following major activities: 1) development of a model for measuring social competence; 2) development of items which incorporate the interactive relationship of the identified specific social intents of students and the requirements of the social context; and 3) determination of the feasibility of constructing an instrument to measure progress toward social competence utilizing these items.

The development of social competence outcomes and a system to measure them as proposed by this project would be important in assisting the Colorado Department of Education and other state and local education agencies involved in school restructuring.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

"Feasibility of Using an Outcome-Based Model to Evaluate Educational Effectiveness in the District of Columbia"

Project Director: Lila Vanderhorst

Cost: Federal Share = $ 49,018

Agency Share = $ 51,684

Total = $100,702

Project Period: January 1, 1994 to June 30, 1995

Abstract:

This study will be performed by the District of Columbia State Office of Special Education in collaboration with the Department of Psychoeducational Studies at Howard University and the National Center on Educational Outcomes (NCEO) at the University of Minnesota. The purpose of the study is to examine the feasibility of using the NCEO conceptual model of educational outcomes and indicators to develop outcome measures for special needs students in the District of Columbia public schools. Consideration will also be given, throughout this feasibility study, to opportunities for measuring outcomes for the entire student population in the District of Columbia public schools and for comparing data with results obtained in other states.

Involvement of NCEO in this study is a key factor; NCEO has already initiated work with state and federal agencies to enhance and expand data collection on students with disabilities. One result of NCEO's work is the development of a model of outcomes and indicators for disabled students. Field testing of this model is planned, and the District of Columbia public schools will serve, through the current study, as a test site for implementation of the NCEO model.

The current feasibility study in the District of Columbia will involve an Advisory Council and a series of stakeholder meetings, and will include the following tasks:

- a literature search regarding outcomes and indicators;
- a review of the particular outcomes and indicators appearing in the NCEO model;
- development and administration of a questionnaire to identify potential problems in evaluating special education programs in the District of Columbia;
- collection of data on students from teachers; and

- analysis of data and production of a technical report describing the development of the study, the steps undertaken in the feasibility study, and the results of the data collection and analysis.

The study will result in a recommended set of procedures for implementing an evaluation of special education programs and service delivery in the District of Columbia.

HAWAII STATE DEPARTMENT OF HEALTH

"A Feasibility Study for an Evaluation of Family Needs in Early Intervention"

Project Director: Jean Johnson

Cost: Federal Share = $50,000
Agency Share = $33,333
Total = $83,333

Project Period: January 1, 1994 to September 30, 1994

Abstract:

The Hawaii Department of Health Zero to Three Project, in collaboration with the Hawaii University Affiliated Program, will conduct a feasibility study to determine the best ways to identify needs of families involved in early intervention programs under Part H of the Individuals with Disabilities Education Act (IDEA). The study will also evaluate the relative merits of different ways of tracking how well these needs are being addressed through the existing system of early intervention services. Research currently underway, also funded through the State Agency/Federal Evaluation Studies (SAFES) Program, has demonstrated that Individual Family Service Plans (IFSPs) do not adequately document family needs or specific responses to these needs. If a planned full-scale evaluation of Part H outcomes is to be successful, it will require better definition and specification of these family level variables, as well as alternative sources of data for them. The present feasibility study is designed to lay one part of the groundwork for this future evaluation effort.

The importance of evaluating family outcomes under Part H is underscored by the shift in emphasis from individual-centered to family-focused approaches to early intervention. Although Hawaii has moved rapidly to train program staff and encourage programs to incorporate a family focus, as well as cultural competence, into their practice, little is known about how this process is working. Moreover, with three different populations of children being served (delayed, biologically at-risk and environmentally at-risk) and a variety of service models in use, it will be critical to examine differential impacts by service model for different populations and racial/ethnic groups.

The goals of the feasibility study are: 1) to create operational definitions of family culture, family needs, program responses and the extent to which needs are being met; 2) to determine the best way to document these variables; 3) to determine the feasibility and estimate the expense of acquiring information on these variables from current Part H programs and/or families and also of acquiring this information for families who have exited Part H; 4) to identify methods of analysis that will maximize the validity and usefulness of the results.

Methods to be used in the feasibility study will include a literature review, focus groups or interviews with program staff and families, creation of an interagency working group, and a pilot test of identified measures.

KANSAS STATE BOARD OF EDUCATION

"A Feasibility Study of Outcomes Assessment for Kansas Students with Disabilities"

Project Director: Betty Weithers

Cost: Federal Share = $ 88,538

Agency/Other Share = $ 62,484

Total = $151,023

Project Period: October 1, 1993 to May 30, 1994

Abstract:

This feasibility study is being conducted by the Kansas State Board of Education in conjunction with the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. The overall purpose of the study is to determine the feasibility and validity of using existing statewide student assessment procedures and practices to test students with disabilities. While current legislation calls for inclusion of disabled students in the statewide testing program, implementation guidelines for the program permit local discretion in determining the particular students with disabilities who are actually tested.

Recent test data indicate that students with disabilities are underrepresented (and possibly not covered at all) in the statewide testing initiative. The goal of the current study is to explore the reasons for this, determine the extent to which students with disabilities and the programs provided to them could benefit from the state testing program, and to recommend any necessary modifications so that the testing program can be effective for students with disabilities as well as for all students.

Three basic questions will be explored through this feasibility study:

- Could the current state-mandated assessment system potentially produce useful and valid program information regarding students with disabilities and the services they receive?
- If the current system is determined to be valid for assessment of students with disabilities, what modifications to system policies and practices should be recommended to produce maximum benefit for students with disabilities and the associated education programs and services?

- Is the format of the existing test adequate and appropriate for capturing assessment/accountability data regarding students with disabilities?

Data gathered in examining these three questions will be compiled and analyzed to address the primary feasibility question of recommending and implementing modifications to the current state-mandated assessment system to ensure maximum and meaningful benefit for students with disabilities and the associated programs.

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

"A Study of Factors that Influence the Outcomes of High School Students with Disabilities in Regular Education Placements"

Project Director: Jane Weissmann

Cost: Federal Share = $159,862

Agency Share = $106,624

Total = $266,486

Project Period: October 1, 1993 to September 30, 1995

Abstract:

This study will be conducted by the Bureau for Special Education Services of the New Hampshire Department of Education in collaboration with the Center for Resource Management, Inc. (CRM). The purpose of the project is to establish an ongoing system that will enable local school districts to: (1) monitor the outcomes of high school students with disabilities in regular education placements; and (2) identify those factors associated with student success. The study has been designed to address national and state initiatives that have emphasized the need for increased accountability at the school level in monitoring student performance and outcomes and assessing the positive/negative impacts of various factors.

The study will build upon a previous feasibility study that resulted in the identification of variables important to the present evaluation and yielded information as to the accessibility of those variables particularly at the local school level. The feasibility study allowed the researchers to select variables for the current study, develop the range of questions to be addressed, and decide how data will be profiled in the current study.

The current study will be conducted in five New Hampshire high schools. Data will be collected, at the end of the 1993-1994 school year, on approximately 700 students with disabilities in regular school placements and about 4,500 regular education students. This will allow comparisons of the extent to which outcomes of high school students with disabilities in regular education placements are comparable to outcomes of their peers without disabilities. The data will include: student variables (socioeconomic measures and time spent in certain activities) obtained through the schools' administrative software, New Hampshire's Special Education Information System (SPEDIS), and a student survey; educational process variables (course of study, placements, services, etc.) gathered through the schools' administrative software, SPEDIS, Chapter 1 program rosters, students' cumulative records, and codes requested from special education administrators; and outcome variables (grades, attendance, dropout status, etc.) obtained through the schools' administrative software. Analysis

of these data will result in a study report that describes and documents the process for improving monitoring capacity at each site; a separate report documenting local findings will also be provided to each site.

NORTH CAROLINA STATE DEPARTMENT OF HUMAN RESOURCES

"An Evaluation of the Impact of North Carolina's Early Childhood Initiative on the Inclusion of Preschoolers with Disabilities and Their Families"

Project Director: Patricia Porter

Cost: Federal Share = $ 99,146

Agency Share = $ 56,833

Total = $155,979

Project Period: January 1, 1994 to December 30, 1995

Abstract:

North Carolina has implemented a comprehensive early childhood program called Smart Start. Major components of the program include: 1) improving standards and incentives for early childhood programs across the state and making these programs more affordable for families; 2) creating a nonprofit public-private partnership to devise a plan for providing better early childhood education; and 3) establishing local partnerships which will consider the characteristics of individual communities in developing early childhood programs.

While Smart Start is aimed at all children under 5 years of age, the present study will focus only on infants, toddlers, and preschoolers with disabilities, and their families, who receive early intervention services under Part H or Part B of IDEA. It is part of the effort to evaluate the overall initiative. The fundamental question addressed by the present study is: What happens to preschoolers with disabilities and their families as a function of community early childhood programs developed by the local partnerships (the third component of the state's initiative)? The inclusion of young children with disabilities and their families into the comprehensive system of services will be assessed using the following outcomes: 1) access to inclusive programming for young children with disabilities and their families; 2) the appropriateness and quality of child care arrangements for children with disabilities; 3) the involvement and coordination of agencies providing special services to these children and their families; and 4) family participation in community planning and satisfaction with general early childhood services.

In 1993, Smart Start was implemented in 12 pilot counties in the state. The inital counties were selected to represent the diversity within the state on variables such as size, resources, and geographic location. For this project, six of the counties will be selected as demonstration sites and the other six counties will serve as comparison sites, matched on several key variables.

Data collection will be linked to the overall evaluation of the program and will proceed on three levels--conducting a document review of local plans, documenting the implementation of the service plans, and assessing change on outcome variables over time. A variety of quantitative and qualitative assessment methods will be used including qualitative interviews, focus groups, rating scales, and questionnaires.

OHIO STATE DEPARTMENT OF HEALTH

"Evaluating Ohio's Infant Hearing Screening and Assessment Program: 1990-1993"

Project Director: Cindy Oser

Cost: Federal Share = $50,000

Agency Share = $33,334

Total = $83,334

Project Period: October 1, 1993 to September 30, 1994

Abstract:

In February 1990, Ohio implemented the Infant Hearing Screening and Assessment Program (IHSAP) requiring hospitals to use a questionnaire to identify infants at risk for hearing loss. Hospitals must then either provide hearing assessments of all at-risk infants or give their parents a list of facilities performing these assessments.

The Ohio Department of Health (ODH) wants eventually to conduct a full-scale evaluation of IHSAP that will answer the following questions:

- Is IHSAP successful in identifying infants who are at risk for hearing impairment?
- Is Ohio's early intervention system working to ensure that infants identified with hearing impairment are enrolled in services by the time they are twelve months of age?

In the current project, Ohio is conducting a feasibility study to determine the best approach for conducting the full-scale study. The feasibility study will examine the relative merits of two approaches to the full study, retrospective and prospective.

The tasks of the feasibility evaluation will be to: 1) decide which data would be needed to effectively evaluate IHSAP using both a retrospective and a prospective approach; 2) determine whether these data are available/retrievable; 3) if it is determined that appropriate data can be obtained for either or both approaches, estimate the cost that would be involved and the time that would be required to perform either or both of these types of evaluations; 4) decide, in conjunction with ODH personnel, which method should be used.

The final task of the feasibility study will be the preparation of a prospectus for the full evaluation study, including criteria for selection of subjects, data collection methods, and methods for analyzing and reporting data. The final version of this prospectus will reflect the input of various groups, including the IHSAP Subcommittee; the Ohio

Interagency Early Intervention Coordinating Council (OIEICC), the statewide interagency coordinating council for Part H; and a stakeholder group that will be created to advise the project, which will include parents, hospital administrators, audiologists, teachers and others, and will meet quarterly throughout the project period to review completed activities, provide feedback, and discuss future plans. The feasibility final report will incorporate this prospectus, as well as a discussion of the data and criteria used in weighing whether to recommend a prospective or a retrospective design.

OREGON DEPARTMENT OF EDUCATION

"A Feasibility Study to Identify and/or Develop a Process to Measure Direct Student Outcomes for Academic, Functional and Social Performance for Evaluation of the Oregon Supported Education Plan"

Project Director: Patricia Jackson

Cost: Federal Share = $57,312

Agency Share = $58,930

Total = $116,242

Project Period: October 1, 1993 to September 30, 1994

Abstract:

This feasibility study, conducted by the Oregon Department of Education in collaboration with Portland State University, is designed to build upon Oregon's still ongoing full evaluation study of the Oregon Department of Education's Comprehensive Program Plan for Supported Education. This full evaluation is using information from observations, interviews and surveys to identify attitudes and perceived outcomes for students with disabilities who receive special education and related services in regular education settings in a sample of 25 schools across Oregon. That study is also identifying perceived barriers to supported education and strategies to overcome such barriers.

The purpose of the current feasibility study is to extend the full study beyond an examination only of attitudes and perceptions by exploring the feasibility of measuring direct student outcomes and comparing/contrasting the effects of supported education using outcome measures. The result of the feasibility study will be to specify a process for measuring direct student outcomes in academic, social, and functional performance, and to revise the framework/design of the full evaluation study.

Through the feasibility study, information will be gathered from the 25 teams of local school district personnel who participated in the previous full evaluation study. These data will be used to assess the potential for measuring direct outcomes for students with disabilities participating in the state's inclusive education initiative. The outcome measures considered will include academic achievement, functional skills, social competence, attendance, grades, and assessment of classroom assignments. Also, consideration of the conceptual model developed by the National Center for Educational Outcomes will be incorporated into the planning process of the feasibility study.

Four goals have been established for the feasibility study. These are to:

- specify a process for measuring direct student outcomes for three groups -- students with mild disabilities, severe disabilities, and behavioral disorders;
- extend the framework/design established in the Oregon Supported Education Study: (1) to use direct outcome measures to test the validity of teacher and parent perceptions of student performance; and (2) to permit comparisons of outcomes for students in supported education sites with those for students in non-supported education sites (special education self-contained);
- conduct a pilot test of the process for collecting outcome data to support the extension of the evaluation design; and
- produce a feasibility report for extending the Oregon Supported Education Study.

OREGON STATE DEPARTMENT OF EDUCATION

"The Oregon NTE Study"

Project Director: Karen Brazeau

Cost: Federal Share = $ 92,981

Agency Share = $ 77,634

Total = $170,615

Project Period: October 1, 1993 - September 30, 1995

Abstract:

The Oregon State Department of Education, in cooperation with the state licensing authority (Teachers Standards and Practices Commission) and Western Oregon State College's Teaching Research Division, will evaluate the effectiveness of the National Teacher Examination (NTE) as a vehicle to add special education endorsements to the basic teaching certificate. Oregon has two endorsements, in addition to a regular teaching certificate, which are required to teach special education students: handicapped learner and severe handicapped learner. The "severe" endorsement allows the teacher to teach only the severely handicapped students while the "handicapped learner" allows teaching in all special education programs. The "severe" endorsement cannot be earned through NTE testing. Thus, this study will focus only on the handicapped learner endorsement. The present study builds upon the results of a feasibility study conducted to identify a usable data base and to provide the foundation for a comprehensive evaluation effort.

The present study will employ a three-pronged approach in which quantitative research methods, qualitative research methods, and an active advisory design group all contribute to the synthesis of multiple perspectives on traditional and alternative professional development for special educators. The quantitative approach will be used to explore relationships between teacher characteristics and performance. The qualitative case studies will contribute texture, depth, and theory development to the quantitative findings. The Advisory Design Group will assist in maintaining a pragmatic focus, formulating explanations and implications of findings and directing conclusions and recommendations toward an informed and comprehensive personnel development plan for Oregon.

This evaluation study is important because of its implications for the recruitment and retention of qualified teachers in special education; the provision of quality educational services to students with disabilities in rural areas (feasibility study findings suggest that a large portion of teachers who enter special education through non-traditional paths work in rural parts of the state); and assessment of alternative methods of teacher training and preparation.

PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE

"Differential Characteristics and Effects of Family-Oriented Approaches to Early Intervention"

Project Director: Jacqueline Epstein

Cost: Federal Share = $79,519

Agency Share = $53,217

Total = $132,736

Project Period: October 1, 1993 to September 30, 1995

Abstract:

Part H of the Individuals With Disabilities Education Act (P.L. 99-457) mandated that families play a significant role in all aspects of developing and implementing early intervention programs for infants and toddlers. The Act also specifically called for states to adopt family-focused practices in these programs, in the belief that this will have a stronger and more beneficial effect than more traditional approaches to early intervention. However, the implementation of the Act has translated into a variety of actual program models and practices. The present study, conducted by the Pennsylvania Department of Public Welfare, Office of Mental Retardation, in conjunction with the Allegheny-Singer Research Institute, will clarify the nature and consequences of this variety by evaluating the differential characteristics and effects of different family-oriented approaches to early intervention in the state of Pennsylvania.

The twin purposes of the study are to: 1) operationally differentiate among at least three family-oriented approaches (family-allied, family-focused and family-centered), and 2) to relate these differences, in turn, to differences in child, parent, and family functioning. The study will seek to determine whether different family-oriented approaches do have differential outcomes and, if so, to discern some of the processes underlying these differences.

Two sub-studies will be conducted over a 24-month period. The first will use multiple sources and methods to place 75 early intervention programs on a continuum of family orientation and then examine the effects of this placement on a variety of family and child outcomes, including family well-being, parental locus of control, the distribution of time spent in various activities, and child developmental status. A number of data analysis strategies will be used to produce converging evidence to either support or refute the contention that different family-oriented approaches to early intervention have differential influences on child, parent and family functioning.

The second sub-study, to be conducted with a purposive sub-sample from the first study representing programs and participants with different types of family orientation, will be a more in-depth investigation designed to elucidate the processes operating to produce the relationships found in the first sub-study. This sub-study will use a variety of qualitative and quantitative methods, including interviews, and will employ an intensive case study approach.

The findings from this study will be used to inform policymakers about those aspects of Part H program rules and regulations that need to be specified to insure that policy gets translated into practice. The findings will also be translated into action steps that program directors can follow to improve the delivery of early intervention services.

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS, OFFICE OF SPECIAL EDUCATION

"The Involvement and Impact on Special Education Programs, Personnel and Students as a Result of Education Reform Efforts"

Project Director: Deborah Barnett

Cost: Federal Share = $88,438

Agency Share = $68,750

Total = $157,188

Project Period: October 1, 1993 to September 30, 1994

Abstract:

In 1991, South Dakota initiated a process of school restructuring throughout the state in response to articulation of the National Education Goals. To date, 20 school districts are involved in the initiative: 8 districts are beginning their third year of participation, another 8 districts are entering their second year, and 4 districts are in their first year of involvement with the program. The state intends that restructuring be achieved within the whole school and on behalf of all students, including those receiving special education services.

In conjunction with this statewide initiative, the current study sets forth an overall objective to examine the extent to which special education programs and students are involved in the reform efforts and to determine the effects of the reforms on special education programs, services, instruction, personnel, and students. The ultimate product of the evaluation study will be recommendations regarding factors that impact individual student outcomes.

The evaluation design focuses on systemic issues at three levels – state, district, and building/classroom – as guided by the following questions of interest.

- To what extent do existing state policies, rules, and funding mechanisms support the inclusion of special education in educational reform efforts?
- To what extent do current district-level education reform plans and activities include special education issues and needs of students with disabilities?
- To what extent do current education reform plans and activities at the school building/classroom level include special education issues and needs of students with disabilities?

To address these questions, data will be collected from state agencies and the 20 school districts currently participating in the statewide school modernization initiative. Information from state agencies will be included in the examination of both state-level and district-level issues. Three school districts -- one each in its third, second, and first year of reform implementation -- will provide in-depth qualitative data for an analysis and local and classroom-level changes that impact special education programs and students.

VERMONT DEPARTMENT OF EDUCATION

"State Education Agency Federal Evaluation Studies Project"

Project Director: Dennis Kane

Cost: Federal Share = $156,099

Agency Share = $104,168

Total = $260,267

Project Period: October 1, 1993 to September 20, 1995

Abstract:

This evaluation study is being conducted by the Vermont Department of Education along with Trinity College and the University of Vermont. The evaluation is designed in four parts: (1) to assess the impact of recent changes in state legislation and policy on local school policies and practices; (2) to measure the impact of changes in local policies and practices on delivery of special education services; (3) to determine the impact of both state and local changes on outcomes for students with disabilities and their families; and (4) to measure the success levels of students currently served through special education programs. For parts (2) through (4) of the evaluation, three groups of students will be studied: (a) at-risk students who would have been referred to special education prior to the recent changes; (b) students who have been found ineligible for special education; and (c) students who continue to receive special education.

These evaluation goals will be addressed through a variety of data collection activities. These activities will include:

- A statewide survey of all (60) special education administrators (all Supervisory Unions in the state).
- In-depth case studies of two elementary, two middle, and two secondary schools (using purposeful selection of specific schools with the largest recent decreases in special education enrollments).
- Surveys designed to describe, in depth, a sample of 540 students referred to instructional support teams in a sample of 180 schools (60 each - elementary, middle, and secondary schools). Data regarding the students will be obtained through educational records as well as from interviews with students, teachers, school principals, and parents. Data will also be collected on each school's policies, procedures, and practices.

Study results will be analyzed overall and separately for each school district. Specific findings for each district will be provided to that district along with general findings applicable to all districts. Follow-up with districts will be conducted and will include: problem solving, development of an action plan, and provision of technical assistance as indicated by the state.

APPENDIX F

PROFILES OF THE PROGRAM AGENDA

Technology, Educational Media, and Materials Program
Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Technology, Educational Media, and Materials Program, community members were asked to identify the advances needed for improving the quality, use, and access of technology, educational media, and materials to achieve better outcomes for children and youth with disabilities.

II. Components of the Agenda

Program Mission

To improve outcomes for individuals with disabilities by advancing the creation, evaluation, and use of tools that enable students with disabilities for life-long learning, inclusion, and productivity.

Targets for the Program

Enable the Learner. The Program will foster the creation of state-of-the-art instructional environments, both in and out of school. Technology, educational media, and materials will be used to enable students with disabilities to access knowledge, develop skills and problem-solving strategies, and engage in educational experiences necessary for their success to participate fully in our society.

Promote Effective Policy. The Program will promote supportive policy making at all levels in government, schools, and business. Such policies should ensure accessibility, availability, effective application, and consistent use of appropriate technology, media, and materials. The policies will recognize that these tools are essential to achieving better lifelong outcomes for individuals with disabilities.

Improve Use Through Professional Development. The Program will encourage investigation of approaches and strategies for training and supporting teachers, administrators, parents, and related service personnel on the uses of instructional and assistive technologies. This broad group of consumers needs to know what is available and how it can best be used for individuals with disabilities. Acting on such knowledge, they can increase productive use of instructional time; prepare students with disabilities for employment and citizenship; and promote their intellectual, ethical, cultural, and physical growth.

Create Innovative Tools. The program will encourage and support development of varied and integrated technologies, media, and materials which open up and expand the lives of those with disabilities. This can be accomplished by individuals, corporations, or agencies dedicated to improving the educational, social, occupational, and cultural opportunities for all students. Their work should enable individuals with disabilities to achieve the outcomes expected of all students--independence, self-determination, and a quality of life that is productive and personally satisfying.

III. Next Steps for the Agenda Process

Program staff will systematically align the strategies to foster the achievement of the program targets. Program staff will gain momentum for the agenda by building networks of communities committed to achieving the advances set forth in the agenda. The program agenda will be published for final review and comment.

Special Studies Program
Division of Innovation and Development
Office of Special Education Programs

I. Context for Agenda Process

To set forth an agenda for the Special Studies Program, community members were asked to identify the information needed to support broad systemic change for achieving better outcomes for students with disabilities.

II. Components of the Agenda

Program Mission

To contribute to the creation of a comprehensive educational and support system in which there is a collective responsibility for providing inclusive programs and individually determined services as a means of meeting unique and diverse needs and insuring successful outcomes for all children.

Program Information Needs

Management and Regulatory Flexibility. In order to stimulate the integration and participation of children with disabilities in a full variety of regular education settings, promote continuity of services, serve a wider range of children at risk of educational failure, and realize better outcomes for all children, management and regulatory flexibility are needed.

Accountability for Outcomes. To enable the tracking of student progress and the generating of feedback for ongoing system improvement, we need to inculcate into educational systems accountability for the outcome of each child's schooling and performance of a comprehensive, community based, family oriented system of education and support.

Community Supported Schools. To meet the complex and varied needs of students and their families, we need community supported schools that will become the focal point for family participation in activities and services that foster the development of all children.

School Oriented Personnel Development Environment and Strategies. To expand the capacity of schools to respond to the diversity of student characteristics and learning requirements, we need to reconfigure the relationships and responsibilities of staff and create a professional environment of continued development capable of improving the learning of all children.

Interagency Collaboration. Families need to be able to enter a comprehensive system of services at any point rather than separately access programs and services from several agencies. In order to reduce gaps in services and realize the full use of existing resources, we need to expand system capacity through interagency collaboration.

Technological Capacity. In order to meet the challenge of remaining current related to an expanding professional knowledge base, developing professional networks, tracking tasks and performance, and increasing responsiveness to informational requests, we need to develop strategies that utilize the existing and emerging technological capacity to obtain, store, analyze and generate knowledge bases.

III. Next Steps for the Agenda Process

Program staff will solicit input from organizations and communities to further confirm the agenda for the Special Studies Program. The program agenda will be published for final review and comment.

Program for Children and Youth with Serious Emotional Disturbance
Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

In 1990, Congress authorized a new program for children and youth with serious emotional disturbance (SED) under Part C (Section 627) of the Individuals with Disabilities Education Act (IDEA). IDEA also mandated a participatory planning process, involving multiple stakeholders in the development of program goals, objectives, strategies, and priorities for all programs administered by the Office of Special Education Programs (OSEP), including the new program for children and youth with SED. Since 1990, OSEP's Division of Innovation and Development (DID) has sponsored numerous meetings and discussions, including teleconferences and focus groups, to implement this planning process and to develop, evaluate, and disseminate a national agenda for achieving better results for children and youth with SED.

II. Components of the National Agenda

Mission and Vision

The Mission is: *Achieving better results for students with serious emotional disturbance*. The Vision is: *A reorientation and national preparedness to foster the emotional development and adjustment of children and youth with or at risk of developing serious emotional disturbance, as the critical foundation for realizing their potential at school, work, and in the community.*

Program Targets

(1) Expand Positive Learning Opportunities and Results. To foster the provision of engaging, useful and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with serious emotional disturbance.

(2) Strengthen School and Community Capacity. To foster initiatives that strengthen the capacity of schools and communities to serve students with serious emotional disturbance in the least restrictive environments appropriate.

(3) Value and Address Diversity. To encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students, and communities. These collaborations should foster equitable outcomes for all students

and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.

(4) Collaborate with Families. To foster collaborations that fully include family members on the team of service providers that implements family focused services to improve educational outcomes. Services should be open, helpful, culturally competent, accessible to families, and school- as well as community-based.

(5) Promote Appropriate Assessment. To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with SED. These practices should be culturally appropriate, ethical, and functional.

(6) Provide Ongoing Skill Development and Support. To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth with and at risk of developing serious emotional disturbance. Support and development should be ongoing and aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve outcomes for children and youth with SED.

(7) Create Comprehensive and Collaborative Systems. To promote systems change resulting in the development of coherent services built around the individual needs of children and youth with and at risk of developing serious emotional disturbance. These services should be family-centered, community-based, and appropriately funded.

III. Next Steps for the Agenda Process

Program staff continue to solicit input from the practice and research communities to validate the targets and define strategies for successfully implementing the agenda. Current efforts include sharing, refining, and gaining support for the agenda through meetings and discussions, both with other governmental agencies (e.g., mental health, child welfare, and juvenile justice) and with associations and foundations, to assist OSEP in strategic planning related to the Program for Children and Youth with Serious Emotional Disturbance and to foster and provide national leadership and encouragement for greater collaboration and cooperation among all the agencies and institutions that can work together to improve results for children with SED and their families.

National Personnel Agenda
Division of Personnel Development
Office of Special Education Programs

I. Context for the Agenda

To set forth an agenda for the Personnel Preparation Program, community members were asked to identify the needs, goals and objectives for achieving a pool of qualified, diverse, and flexible personnel for serving children and youth with disabilities.

II. Components of the Agenda

Program Targets

Recruitment and Retention. To make sure that the special education and related professions recruit and retain enough people of sufficient quality and diversity to meet the needs of children with disabilities, and of their families.

Professional Preparation. To guide a profession in which each succeeding generation of professionals has been rigorously and appropriately prepared, and is committed to the highest quality of special education and other services for children with disabilities for their families.

Professional Development. To foster efforts of continuing professional development that respond to both emerging needs and new knowledge, and to make appropriate professional development opportunities available to all who need them.

Leadership. To mobilize a system of resources and incentives, and the diverse, versatile leaders needed to prepare and support those who are directly involved in educating children with disabilities and their families.

Objectives to Achieve Goals

The objectives set forth the actions for leading to the achievement of one or more of the program goals. Because of the mutual reinforcement of goals and objectives in this agenda, the objectives are not necessarily tied directly to a single, individual targets. Many of them apply across the program targets and are as follows.

Recruitment and Retention:

Expand and maintain a valid, comprehensive body of knowledge on effective recruitment and retention strategies.

Create outreach and information services that will encourage persons with ability and commitment to explore and prepare for careers in special education, related services, and early intervention. In particular, these information services should give attention to culturally and linguistically diverse persons, and individuals with disabilities.

Identify and implement incentives for qualified persons to enter and persist in careers in special education, related services, and early intervention.

Identify and implement strategies to recruit and retain qualified personnel in a wide range of difficult-to-fill positions.

Professional Development and Continuing Preparation:

Expand and maintain a comprehensive knowledge base that describes the personnel needs of the profession, guides the tasks of preparing the next generation of leaders and direct service providers, and shapes continuing professional development.

Increase the capabilities of professional preparation programs and systems to prepare personnel and provide for continuing professional development beyond initial preparation.

Assure that the content of programs of professional preparation and continuing professional development is responsive to both the merging knowledge base of the field and its anticipated needs, especially the needs of changing and diverse populations.

Design and deliver innovative, rigorous professional preparation and continuing professional development programs.

Provide incentives for continuing professional development and effective practice.

Prepare all school personnel to provide appropriate services to students with disabilities.

Develop consortia to plan and offer programs of professional preparation and continuing professional development.

Standards for Professional Preparation and Certification:

Adopt rigorous national standards for awarding professional credentials.

Develop credential levels that promote career ladders and professional growth.

Adopt national accreditation standards for programs of personnel preparation that encourage flexibility in design.

Strengthening the Link between Knowledge and Practice:

Generate new knowledge that contributes to advance in practice and appropriately serves the distinct needs of diverse populations.

Translate new knowledge into effective applications and apply new knowledge and technologies in advancing professional practice.

Ensure that advances in practice are responsive to existing and newly identified populations and that they incorporate innovative service delivery models.

Ensure that educators and related professionals have the knowledge and skills necessary for effective coordination and collaboration at the classroom level.

III. Next Steps

Program staff will publish the agenda for final input and comment.

Program for Children with Severe Disabilities
Division of Educational Services
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Program for Children with Severe Disabilities, program staff solicited input from the community members to refine the vision and conceptualization of an integrated lifestyle for individuals with severe disabilities.

II. Components of the Agenda

Mission

The mission for the Program is to improve outcomes for individuals with severe disabilities as measured by an integrated lifestyle.

In order for the Program for Children with Severe Disabilities to achieve this mission, an operational definition of an integrated lifestyle was formed by program staff. Community members who serve children with severe disabilities were asked to further refine the definition. The operational definition of an integrated lifestyle includes aspects and indicators.

Targets

Seven aspects define an integrated lifestyle. These aspects are: education; employment; social relationships; self-determination; recreation and leisure; neighborhood and community; and home. While the aspects serve to bind the concepts of an integrated lifestyle, indicators operationalize the definition. See table F.1 for the aspects and indicators of an integrated lifestyle for children with severe disabilities.

III. Next Steps

To set forth program targets for an integrated lifestyle, program staff solicited input from the community. Currently, they are analyzing the data to refine the program agenda. Data analysis will contribute to addressing the following planning steps:

1. Identify the challenges associated with achieving each aspect of an integrated lifestyle.

2. Identify the action steps that should occur in the next five years to achieve each aspect of an integrated lifestyle.

3. Identify how OSEP should facilitate the action steps associated with each aspect of an integrated lifestyle.

4. Identify other organizations and agencies with key roles to play in achieving an integrated lifestyle.

Following the analysis of the data, program staff will refine the strategic targets and align the program strategies with the targets for the Program for Children with Severe Disabilities.

Table F.1 Framework for the Program for Children with Severe Disabilities

Program Targets		
Aspect	Description	Indicators of an Integrated Lifestyle
Education	Individualized functional curricula and experiences with students without disabilities.	■ Home school placement ■ Inclusion in regular age appropriate classes and activities ■ Functional curriculum ■ Community referenced training ■ Individuals and their families integral members of the IEP planning process
Employment	Employment, with the necessary supports, in regular job settings.	■ Individual receives transition services and has employment experiences prior to graduation ■ Individual engages in real work in real workplace settings ■ Individual receives support in the work environment ■ Natural proportions of individuals with and without disabilities are employed at the work site ■ Individual receives wages and benefits appropriate to skills and qualifications ■ Individual communicates with peers in the work environment ■ Individual has transportation to and from work
Social Relationships	Social networks and friendships throughout the individual's life.	■ Individuals has friends in the community ■ Individual is included in after school and out of school activities with peers ■ Individual has informal support network of family and friends ■ Individual has long term, intimate relationships ■ Individual has support in developing social relationships
Self-determination	Making choices that affect all aspects of lifestyle.	■ Individual has opportunities to make real lifestyle choices ■ Individual preferences are valued and acted on in lifestyle decisions ■ Individual is involved in all aspects of lifestyle planning ■ Individual is supported during decision-making processes ■ Individual has ability to affect lifestyle changes

Table F.1 (cont'd)

Program Targets		
Aspect	Description	Indicators of an Integrated Lifestyle
Recreation and Leisure	Access to and membership in clubs, groups, hobbies, and cultural pursuits in the community.	■ Individual has choices about recreation and leisure activities ■ Individual participates in leisure and recreation activities in the community ■ Individual is a contributing member of clubs and groups of their choice in the community
Neighborhood and Community	Access to and inclusion in community activities and services.	■ Individual uses neighborhood and community services on a regular basis ■ Individual participates in neighborhood recreation and leisure activities ■ Individual Education Plans include use of neighborhood and community services
Home	Appropriate living alternatives and family involvement at each stage of the life cycle.	■ Participates in the selection of a place to live ■ Individual selected a place to live among a range of options ■ Individual selects roommates (if roommates were desired) ■ Necessary supports were individually determined ■ Individual is pleased with living arrangements ■ Family is pleased with living arrangements ■ Transition planning efforts address where a person will live ■ Choices and desires at home are valued and respected ■ Individual makes decisions about all aspects of home routines (decorating, meal times, vacations)

APPENDIX G

SUMMARY OF REGIONAL RESOURCE CENTER ACTIVITIES

Regional Resource Center
Products Developed Between 1991-1993

Adaptive Physical Education

1991	MSRRC	Resource Package: 504
1992	MSRRC	Resource Package: Guidelines for Adaptive Physical Education
1992	MSRRC	Resource Package: Guidelines for Curriculum for Adaptive Physical Education--Secondary
1993	MSRRC	Resource Package: MSRRC Sources of Information on Recreation and Adaptive Physical Education

Comprehensive System for Personnel Development

1991	MSRRC	Resource Package: State Efforts in Disseminating & Adopting Promising Practices
1991	MSRRC	Resource Package: State Special Education Certification
1992	MSRRC	Resource Package: OT/PT Supply and Demand and Recruitment and Retention
1992	WRRC	The Alaska Plan for a Comprehensive System of Personnel Development
1992	SARRC	Building Based Support Teams - A Training Manual
1993	MSRRC	Resource Package: OT/PT Guidelines
1993	MSRRC	Resource Package: CSPD Issues
1993	SARRC	Recruitment and Retention of Special Education Personnel
1993	GLARRC	Strategies for Developing a Comprehensive Classroom Management System: A Planning Guide
1993	GLARRC	Training Guide--Process and Product: The IEP Challenge-- Maureen L. Griffin, [sponsored by GLARRC for the Illinois Board of Education]

Corrections

1993	WRRC	Corrections Connection: Special Education in the Justice System Topical Update WRRC

Cultural/Linguistic Diversity

1991	SARRC	Culturally Diverse Children Drugs and Alcohol: Implications for Early Intervention
1992	WRRC	Celebrating Diversity: Notes Produced by the Western Regional Resource Center from the TAPP/RRC Celebrating Diversity Conference, January 27- 31
1993	SARRC	Culturally and Linguistically Diverse Children with Disabilities

Curriculum

1991	WRRC	Pohnpei Curriculum Development for Special Education in The Department of Education Five Year Education Development Plan (1990-1995)
1992	WRRC	Elements of Cooperative Learning
1992	MSRRC	Resource Package: Art and Music for Students with Disabilities
1993	MSRRC	Resource Package: Implications of Year Round Schools for Special Education

Due Process

1992	MSRRC	Resource Package: Hearings and Complaints
1993	MSRRC	Resource Package: Complaint System Managers

Early Childhood

1991	MSRRC	Resource Package: IFSP Training Materials
1991	MSRRC	Resources Pertaining to Preschool LRE and Child Care
1991	WRRC	Topical Update on the Individualized Family Service Plan and Family-Centered Case Management
1992	MSRRC	Kentucky Early Childhood Advisory Council 1992-93 Plan
1992	MSRRC	Delaware Department of Public Instruction, Division for Exceptional Children, Early Childhood Transition Document
1992	MSRRC	Resource Package: Part H Compliance
1992	MSRRC	Resource Package: Statewide Early Childhood Technical Assistance Systems Survey
1992	MSRRC	Resource Package: IFSP & Family Centered Resource KERA EC Advisory Council Annual Plan for 1991-1992
1992	SARRC	Grant Writing Seminar - A Training Manual
1992	SARRC	Identification of Young Children with Developmental Disabilities
1993	MSRRC	Facilitating Community-Based Services
1993	MSRRC	KERA EC Advisory Council Fact Sheet KERA EC Advisory Council Operating Procedures
1993	SARRC	Guidelines for SEA and LEAs in Developing Policies for Service Providers
1993	WRRC	Thinking About What We Do: The Inclusion of Families, Assessment in Play, Working in Early Childhood Settings

Education Reform

1993	SARRC	Education Reform and Special Education: The Era of Change for the Future (SARRC Lead)

Effective Education Practices

1993	MPRRC	Effective Math and Science Instruction Using a Videodisc Program in BIA Schools
1993	MPRRC	Improving the Learning Environment Through Direct Observation and Prescriptive Feedback
1993	MPRRC	Managing the Classroom Environment to Facilitate Instruction, a Video Training Package

Evaluation/Assessment

1991	MSRRC	Resource Package: Evaluating and Grading Individual Performance of Students
1992	MSRRC	Resource Package: Assessment and Placement of ESL Students
1993	MSRRC	Resource Package: Special Education Teacher Evaluation

Fiscal Management

1992	MPRRC	State Special Education Funding Models
1992	WRRC	Report to the Legislature on Special Education-Safety Net: Section 501(4), Chapter 16, Laws of [1991] WRRC, First Extraordinary Session
1992	MSRRC	Resource Package: State Medicaid Information
1992	MSRRC	Packet on Federal Program and Fund Flexibility
1992	MSRRC	Resource Package: Resources Relating to State Finance Systems
1993	GLARRC	Special Education Finance in the Great Lakes States

Inclusion

1991	WRRC	"Integration: Making It Work!" Training Packet
1991	WRRC	The Poway Integrated Resource Program (Video)
1992	MSRRC	Resource Package: Alternative Scheduling (Four by Four Programming)
1992	MSRRC	Resource Package: Cost Factors/Benefits Related to Inclusion
1992	MSRRC	Resource Package: Self-Assessment Inclusion Checklists
1993	MSRRC	Resource Package: Selected State Systems Change Grants
1993	GLARRC	Alternative Service Delivery Systems: Ohio Pilot Service Model Evaluation
1993	GLARRC	Pennsylvania Gateways Systems Change Project Evaluation: Preproject Attitudes Survey
1993	GLARRC	Pennsylvania Gateways Systems Change Project Evaluation: Postproject Attitudes Survey

Individualized Education Program

1991	MPRRC	Developing Effective Individualized Education Plans - Video Training Program
1991	MSRRC	Resource Package: IEPs and the Least Restrictive Environment
1992	MPRRC	Iowa IEP Resource Manual and Participants Manual
1992	MSRRC	Resource Package: Best Practice Related to Assessment/IEP Linkages
1993	GLARRC	Training Guide--Process and Product: The IEP Challenge-- Maureen L. Griffin, [sponsored by GLARRC for the Illinois Board of Education]
1993	MSRRC	IEP Guides Supporting Inclusion for People with Disabilities
1993	MPRRC	Individual Education Program - Self-Monitoring Checklist
1993	MPRRC	Monitoring the Progress of Annual Goals and Short Term Objectives
1993	MPRRC	Teacher and Support Staff Inservice on Appendix C or The Most Frequently Asked Questions Regarding Individualized Education Programs
1993	WRRC	The Individualized Education Program: A Workshop for Teachers and Parents

Least Restrictive Environment

1991	MSRRC	Resource Package: Consultants for Interactive Video Training/LRE
1992	MSRRC	Resource Package: Materials to Assist LEAs in Making LRE Placement Decisions
1993	GLARRC	Alternative Service Delivery Systems: Ohio Pilot Service Model Evaluation
1993	GLARRC	Training Guide--Process and Product: The IEP Challenge-- Maureen L. Griffin, [sponsored by GLARRC for the Illinois Board of Education]

Local Education Agency(ies)

1991	WRRC	Comprehensive Application for Project Funds - Northwest Instructive Design - Wilson and Brodsky
1993	GLARRC	Pennsylvania Statewide Support Initiative Evaluation Report: School District Satisfaction

Minimum Competency Testing

1991	MSRRC	Summary of Outcome/Assessment Activity in Region

Outcomes

1992	WRRC	Identifying and Measuring Student Outcomes

Parent Participation

1991	SARRC	Family Involvement Guides
1991	MSRRC	Resource Package: Recent Parent's Rights Handbooks
1991	MSRRC	Resource Package: Family Resource Centers
1992	MSRRC	Vision for NPND
1992	MSRRC	Resource Package: Parents Rights Materials in Spanish and Kurdistan
1992	MSRRC	Resource Package: Spanish Version of IDEA and 94-142
1992	SARRC	Report on Alabama Family Inclusion Team Planning
1992	SARRC	Family Involvement Model
1992	MPRRC	South Dakota Parent Connection Public Service Announcements (video)
1993	MSRRC	Resource Package: Parents Rights
1993	MSRRC	Requests for Proposals: Third Party Evaluation of the Kentucky Parent Resource Center Program
1993	MPRRC	Parent Professional Partnership - Belief Statement - Video Training Package
1993	MPRRC	Parent's Rights in Special Education Video
1993	NERRC	Creating a Rich Mosaic
1993	NERRC	Recommended Practices in Home/School Collaboration
1993	NERRC	Parents Encouraging Parents (PEP)
1993	SARRC	Inclusion of Parents and Families of Children with Disabilities in the Educational Process
1993	SARRC	A Synopsis of the New Mexico Connection: Family-School-Community Partnership
1993	SARRC	Involving All Families - An Annotated Bibliography of Translated Material for Parents

Policies & Procedures

1991	WRRC	Oregon Administrator's Manual for Special Education Services
1991	WRRC	Special Education Administrative Policies and Procedures: Federated States of Micronesia
1991	WRRC	Special Education Administrative Policies and Procedures: Kosrae State Department of Education
1992	WRRC	Alaska Special Education Handbook (Update)
1992	WRRC	Analysis of New IDEA Regulations
1992	WRRC	Final Regulations: IDEA (P.L. 101-476) Secondary Transition Components
1992	MPRRC	The Individuals with Disabilities Act - What You Need to Know - Information Bulletin
1993	NERRC	Special Education Law Up-date
1993	NERRC	Assistive Technology: Legal and Policy Issues
1993	NERRC	National School Reform Issues and Students with Disabilities
1993	NERRC	Legal Up-Dates under the Individuals With Disabilities Education Act

1993	NERRC	Legal Aspects of Behavior Management and Student Discipline
1993	WRRC	Policies and Procedures Manual Draft

Program Evaluation

1991	GLARRC	Pennsylvania Statewide Support Initiative Evaluation Report
1992	GLARRC	Pennsylvania Statewide Support Initiative Evaluation Report
1992	SARRC	Evaluation Information Report
1993	GLARRC	Alternative Service Delivery Systems: Ohio Pilot Service Model Evaluation
1993	GLARRC	Pennsylvania Gateways Systems Change Project Evaluation: Preproject Attitudes Survey
1993	GLARRC	Pennsylvania Gateways Systems Change Project Evaluation: Postproject Attitudes Survey
1993	GLARRC	Pennsylvania Statewide Support Initiative Evaluation Report: School District Satisfaction

Program Planning and Development

1991	GLARRC	Pennsylvania Statewide Support Initiative Evaluation Report
1992	GLARRC	Pennsylvania Statewide Support Initiative Evaluation Report
1992	GLARRC	Working Together: Providing Vocational Instruction to Students with Disabilities
1992	MSRRC	Notes from the NASDSE/OSEP Part B State Plan
1992	WRRC	California Visits Pennsylvania: A Look at Pennsylvania's Instructional Support Process
1992	WRRC	Restructuring Resource Packet
1992	WRRC	Topical Update: Building Solutions for Educational Services
1992	MPRRC	Kansas Section 504 Guidelines for Educators
1993	MPRRC	Developing and Implementing Grant Proposals - A Training Manual for BIA Educators
1993	WRRC	A Snapshot of the "Perfect" School
1993	WRRC	Strategic Planning Meeting Workbook (California)

Quality Indicators

1992	MSRRC	Resource Package: Management Review of School Quality

Related Services

1993	NERRC	Guidelines for Occupational and Physical Therapy Services in Vermont Schools

Respite Care

1992	MSRRC	Resource Package: Behavior Management Training for Respite Care Providers

1993	NERRC	Chittenden County Respite Resources

SEA Management

1991	MSRRC	Resource Package on State Advisory Council Forum
1991	MSRRC	Resource Package: Various Pupil Teacher Ratios
1991	WRRC	Kosrae State Department of Education Special Education Improvement Plan
1991	WRRC	Special Education Improvement Plan, Ministry of Education, Republic of Palau
1991	WRRC	Special Education: A Plan for Republic of Palau
1992	MSRRC	States' Survey of Compliance Monitoring and the National Education Goals
1992	MSRRC	Resource Package: Administrator Competencies
1993	MSRRC	Tennessee Department of Education, Division of Special Education, 1992-93 Annual Plan
1993	MSRRC	Report of the 1993-94 Annual Planning Retreat for the TN Department of Education, Division of Special Education
1993	GLARRC	Beginning the Quality Improvement Journey... Evaluation Results: Ohio Division of Special Education

SEA Monitoring

1991	WRRC	Current Status of Special Education in Chuuk, the Federated States of Micronesia
1991	WRRC	Current Status of Special Education in Guam
1991	WRRC	Current Status of Special Education in Kosrae, the Federated States of Micronesia
1991	WRRC	Current Status of Special Education in Pohnpei, the Federated States of Micronesia
1991	WRRC	Current Status of Special Education in the Commonwealth of the Northern Mariana Islands
1991	WRRC	Current Status of Special Education in the Republic of Palau
1991	WRRC	Current Status of Special Education in the Republic of the Marshall Islands
1991	WRRC	Current Status of Special Education in Yap, the Federated States of Micronesia
1992	MSRRC	Resource Package: Sample LEA Monitoring Reports

Secondary/Post Secondary Education

1993	NERRC	The ENHANCE Program - Trinity College

Self-Advocacy

1992	MSRRC	Resource Package: Self-Advocacy

Special Populations

1991	MPRRC	Utah Guidelines for Serving Students with Traumatic Brain Injuries
1991	MSRRC	Resource Package: Model Programs Serving Adjudicated and SED Youth
1991	MSRRC	Resource Package: Issues Associated with Services for SED Students
1992	MSRRC	Resource Package: TBI Policy that Includes IDEA Requirements
1992	MSRRC	Resource Package: State Definitions of TBI
1992	MSRRC	Resource Package: Materials Pertaining to TBI
1992	MSRRC	Resources Regarding Children Exposed Prenatally to Drugs
1992	MSRRC	Resource Package: Gifted/LD
1992	MSRRC	Resource Package: Central Auditory Processing Disorders
1992	MPRRC	Utah Guidelines to Serve Students with Special Health Care Needs
1992	SARRC	Bridges to the Future: Program Delivery to Children with Autism
1993	MSRRC	SED Innovations
1993	MSRRC	Resource Package: Attention Deficit Disorder Training
1993	MSRRC	Resource Package: LEA Information on ADD and Section 504
1993	MSRRC	1993-1995 State Interim Testing Program: Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency
1993	MSRRC	Resource Package: Consultants for Interactive Video Training/LRE
1993	MSRRC	Resource Package: State Standards for Interpreters
1993	MSRRC	Resource Package: Gifted Education
1993	MSRRC	Resource Package: Standards for Classroom Aides in an Autism Classroom
1993	SARRC	Currents of Change: Autism and Pervasive Developmental Disorders
1993	WRRC	Traumatic Brain Injury: The Role of Schools in Assessment

Technology

1991	MSRRC	Resource Package: Assistive Technology
1992	MSRRC	Resource Package #2: Assistive Technology
1993	MSRRC	Resource Package #3: Assistive Technology

Transition

1991	MSRRC	Resource Package: Compilation of Transition Materials
1991	WRRC	A Legislation and Transition Forum: Implications for States
1991	WRRC	California State Department of Education Special Education Division Transition Demonstration Sites: 1984-1990 - Pat Dougan & Kate Moran
1991	WRRC	Transition Implementation in Hawaii
1992	MSRRC	Resource Package: Transition and the IEP
1992	MSRRC	Resource Package: Materials Explaining Transition to Parents
1992	MSRRC	Resource Package: Transition

1992	WRRC	State Transition Systems Change Grantees Meeting Summary
1992	SARRC	Functional Integrated Curriculum
1993	MSRRC	Resource Package: Incorporating Transition into the IEP
1993	MSRRC	Resource Package: Transition and the IEP
1993	NERRC	Transition Services: A Legal Overview
1993	WRRC	Transition Services Beyond Graduation: State Policies and Perspectives

APPENDIX H

OSEP ACTIVITIES SUPPORTING TRANSITION SERVICES FOR YOUTH WITH DISABILITIES

Through the Secondary Education and Transitional Services for Youth with Disabilities Program, OSEP awards cooperative agreements and grants to institutions of higher education, SEAs, LEAs, and other public and non-profit institutions to assist youth with disabilities make the transition from secondary school to postsecondary life. Seven different funding activities took place in 1993. This appendix briefly describes each activity.

State Systems for Transition Services for Youth with Disabilities

Through this program, OSEP awarded $13,964,000 for six new cooperative agreements and 24 continuation projects in 1993. The program supports one-time, five-year cooperative agreements for joint applications from the SEA and the vocational rehabilitation agency (or another State agency providing transition services). These projects are designed to:

- increase the availability, access, and quality of transition services;
- improve the ability of professionals, parents, and advocates to assist youth in transition;
- improve coordination and collaboration among service providers; and
- create an incentive for accessing and using the expertise and resources of programs and projects that have developed successful transition services for youth with disabilities.

The six new projects awarded in 1993 were to SEA in Florida, Indiana, Michigan, New Jersey, Ohio, and Wisconsin.

Model Demonstration Projects to Identify, Recruit, Train, and Place Youth with Disabilities Who Have Dropped Out of School

Through this program, OSEP funded nine new grants and two continuation grants totalling $1,013,000 in 1993. The program supports model demonstration projects implementing effective strategies to identify, recruit, train, and place youths with disabilities who have dropped out of school. Descriptions of some of the new grants are below.

The National Association of Rehabilitation Facilities, in Washington, D.C., will provide students with an alternative means of earning the academic credits and skills necessary to live and work within the community. The project combines an emphasis on personal futures planning, self-determination, peer counseling, job clubs, and paid work experiences.

Transcen, Inc., in Rockville, Maryland, will identify factors that lead to successful transitions from school to work for at-risk youth with disabilities, and will determine how these factors can be applied to dropouts. The project will include research, outreach, assessment, planning, placement, and follow-up activities.

Richmond Unified School District, in San Pablo, California, will develop a comprehensive community-based service delivery model to address the needs of youth with disabilities. Assessment of the effectiveness of program components will be used to validate successful strategies.

The University of Hawaii, in Honolulu, will address case management and interagency coordination issues through planning and development, field testing, and demonstration of model interventions. An in-depth follow-up of school dropouts will be used to profile risks, initiate dropout prevention strategies, assist in program planning, and identify and recruit dropouts for the program.

Jewish Vocational Service, Inc., in Boston, will emphasize community involvement and draw on successful models to prepare dropouts for employment and independence. The project will broaden the capacity of service providers to assist youth with disabilities who face barriers to employment. The project will specifically target multi-cultural populations.

School-Business Partnerships of Long Island, in Melville, New York, will demonstrate community-based efforts to provide employment and independent living opportunities for youth with disabilities. An evaluation instrument will be designed to assess the success of a model that utilizes a network of community-based partners to provide youth with disabilities who have left school means to complete their school programs and at the same time obtain exposure to the work place.

Institute to Evaluate and Provide Technical Assistance to States Implementing Cooperative Projects to Improve Transition Services

The National Transition Network (NTN) center at the University of Minnesota received $588,000 to help States provide secondary transition services for youth with disabilities. The NTN is a collaborative effort among a number of universities and technical assistance centers across the country. It provides evaluation and technical assistance to States implementing cooperative agreements funded under the State Systems for Transition Services for Youth with Disabilities Program.

Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination

Through this program, OSEP funded six new grants and 14 continuation projects in 1993. The program supports model demonstration projects that identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school experiences that lead to the development of self-determination.

The Spina Bifida Association of Kentucky will develop and implement a curriculum of in-school and out-of-school experiences with which to prepare children and youth with spina bifida, as well as their parents, to assume responsibility for self-determination in their personal lives and as they interact with health and education systems to obtain needed services.

The University of Alaska at Anchorage will produce a method to teach skills necessary for self-determination by combining video feedforward techniques with personal futures planning.

Colorado State University, in Fort Collins, will demonstrate a model process resulting in outcomes for individuals with disabilities that reflect their personal choices, including direct assessment of self-determination skills, person-centered planning processes, and teaching strategies to achieve self-determined futures.

The Oregon Research Institute, in Eugene, will develop a model for enhancing opportunities for the development of self-determination skills of secondary and transition age youth with developmental disabilities.

The Teachers College at Columbia University will employ four innovative and unique strategies to improve the self-determination of transition-aged students in school and community-based programs in New York City.

The Richmond Unified School District, in San Pablo, California, will develop teaching strategies to enhance assertiveness, creativity, self-advocacy, and decision-making skills for youth with disabilities.

Research Projects on the Transition of Special Populations to Integrated Postsecondary Environments

Through this program, OSEP awarded four new grants and ten continuation grants totalling $1,697,000 in 1993. It supports researching effective strategies to provide transitional services to youth with disabilities age 16 through 21 who are moving from one setting to another. Projects must focus on at least one of the following special populations: adjudicated youth with disabilities; youth with serious emotional disturbance; or youth with severe physical disabilities, including traumatic brain injury.

The Institute for Rehabilitation and Research, Brain Injury Research Center, in Houston, Texas, will study whether participation in a model, post-acute, community-based transition program results in greater short-term and long-term community integration for youth with moderate to severe traumatic brain injuries.

The Integrated Resources Institute, in Irvine, California, will emphasize job supports including mentoring, internal coaching, consultive training, and job sharing for youth with serious emotional disturbances and severe physical disabilities.

Transcen, Inc., in Rockville, Maryland, will utilize the qualitative multiple case study design to identify significant variables that contribute to successful transition for youth with serious emotional disturbance and/or mental illness.

The University of Nebraska, in Lincoln, will develop a profile of adjudicated youth with disabilities and provide a comprehensive model for providing effective transitional services and strategies for this special population.

Multi-District Outreach Projects

Through this program, OSEP provided $1,038,000 for eight continuation grant projects to enhance the capacity of LEAs by promoting implementation of proven transition service models, or selected components of those models, in multiple districts within a State. Staff training, technical assistance, information sharing, and on-site observation of model programs are designed to accomplish model implementation. The grantees are:

- Georgia State University,
- University of New Orleans,
- Marriot Foundation for People with Disabilities,
- Arizona Department of Education,
- Kent State University,
- Wayne State University,
- Parents Education Advocacy Training Center, and
- North Santa Cruz County SELPA.

Institute on Intervention Effectiveness

The Institute, located at the University of Illinois in Urbana, was funded at $912,000 in 1993. It focuses on applied problems of youth in transition from high school to post-secondary education, employment, adult and community living, and social integration. Its research team is developing three intervention programs. The transition planning and employment-related intervention research programs will attempt to validate new intervention strategies. There will also be an evaluation study with the goal to identifying effective intervention approaches and their related outcomes, and a study analyzing secondary education, employment, and independent living outcomes of youth in transition.

☆ U.S. GOVERNMENT PRINTING OFFICE 1994 - 381-637/10010